DOCUMENT RESUME

ED 103 137 95 RC 008 346

AUTHOR	Deloria, Vine, Jr., Comp.; And Others
TITLE	Contemporary Issues of the American Indian.
INSTITUTION	National Indian Education Association, Minneapolis, Minn.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Office of Indian Education.
PUB DATE	74
NOTE	50p.
EDRS PRICE	MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS	American History; *American Indians; Bibliographies; Course Content; *Cultural Education; Culture Conflict; Curriculum Development; *Curriculum Guides; Economic Factors; *Higher Education; Legislation; Models; Resource Guides; *Social Problems; Treaties; Values

ABSTRACT

Designed to offer a developing American Indian Studies program basic lecture topics and source materials, this guide presents a model for both a quarter and year's course (three quarters) in contemporary Indian issues suitable for study at the college level. Major themes for the quarter course are identified as: (1) how the institutional structure of Indian affairs developed; (2) current economic and social problems of American Indians; and (3) contemporary manifestations of the Indian spirit. Beginning with the 1867-68 treaties, there are 17 lectures outlined for the quarter course dealing with such topic titles as "The Indian Claims Commission", "The Era of Self-determination", and "Case Studies of Contemporary Problems." Organized on a weekly basis, the model for the year's course presents 30 lecture suggestions (10 per quarter) with reading suggestions for each week. The fall quarter is devoted to study of the historical perspective; the winter quarter deals with economic and human development problems; and the spring quarter is concerned with the cultural values of the American Indian community. Representative lecture titles include "The Indian Reorganization Act and the Establishment of Tribal Governments", "Questions of Tribal Development", and "Films by and About Indians." Both a film and a general bibliography are included. (JC)

ED1031137

RECEIVED
DEC 6 1974
NMSU

BEST COPY AVAILABLE

Contemporary Issues of the American Indian

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

RC008346

National Indian Education Association
3036 University Avenue, S.E.
Minneapolis, Minnesota 55414

The project presented or reported herein was performed pursuant to a Grant from the U.S. Office of Educatic Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflec the position or policy of the U.S. Office of Education and no official endorsement by the U.S. Office of Education should be inferred.

0002

BEST COPY AVAILABLE

Contemporary Issues of the American Indian

A Model Quarter's Course
and
A Model Year's Course

1974

0003

INTRODUCTION

The National Indian Education Association, concerned about the proliferation of Indian Studies courses and programs in the colleges and universities attended by American Indian students, in cooperation with the Navajo Community College, conducted extensive research and consultations during 1974 to prepare a model course on "Contemporary Issues of the American Indian." This course model covers a quarter's time period and a year's time period and is designed to provide a competent guide for people wishing to teach or develop courses in the contemporary subject of American Indians.

The course was prepared for the National Indian Education Association by the American Indian Resource Consultants under the direction of Vine Deloria, Jr. The consultants to the project were: Dr. Roger Buffalohead, Director of Indian Studies at the University of Minnesota, Professor George Abrams, College of Ethnic Studies, Western Washington State College, Bellingham, Washington, Professor Lehman Brightman, Sacramento State College, Sacramento, California, Dr. Robert Powless, Director of American Indian Studies, University of Minnesota at Duluth, Minnesota, Dr. Henrietta Whiteman, Director of Indian Studies, University of Montana at Missoula, Professor Emory Sekaquaptewa, Department of Anthropology, University of Arizona, Tucson, Arizona, Mr. Charles Poitras, Doctoral Candidate, Harvard University, Cambridge, Massachusetts.

Two planning meetings were held to prepare the course for submission to a workshop sponsored by the National Indian Education Association, one in San Francisco and one in Minneapolis. Following submission to the National Indian Education Association a workshop was held at the University of Minnesota at Duluth for three days. The workshop was attended by a wide variety of people working in the field of Indian Studies and Guidance and Counseling in Indian Studies programs. Workshop participants discussed the two models, the quarter course and the year course and a number of presentations were made on the major topics covered in the models. Following the workshop additional changes were made in the format for the year's course that would reflect the collective concerns of the participants. From the third changed version of the course this model has thus emerged.

The course, designed for both a quarter's presentation and a year's sequence, involved considerations of a number of important topics and a relative ranking in importance of those topics. The workshop participants were almost equally split between including more emphasis on Indian religion and leaving the design as it was presented to them. Feeling that the wide variety of concerns in this particular field expressed by Indian people indicates that there can be no single model for some subjects we have left the more controversial topics relatively intact as they were originally presented to the workshop participants. Teachers using the model or adapting from it can change the emphasis according to the dictates of their programs or interest indicated by their students and program.

A number of important considerations were made while developing this model. These considerations were reviewed with the workshop participants and the reasoning behind the method of developing certain topic areas was discussed so that participants could understand the relative weight given to each argument for and against inclusion or exclusion of particular topics, dating of movements, or general emphasis given. It is important to review these arguments so that people using the model can determine how much adaptation will be required to adequately represent the viewpoint which they wish to emphasize.

The considerations are as follows:

1/ **When Does the Contemporary Period Begin?**

The model course is designed for use by both programs that have substantial course offerings and for programs that are just beginning to develop. The question of when the "contemporary" time period should begin is thus crucial to proper development of the course. The consultants gave consideration to a number of dates and finally arrived at the close of the treaty-making period or the final series of treaties, those of 1867-1868 which formed the final effort of the United States to deal with Indian tribes as sovereign and quasi-independent nations. The dating can run either 1871 forward or 1867 forward. We chose the 1867-68 treaties as a logical starting point so that teachers could avoid extensive questioning by students concerning the long history of treaties and also so that contemporary questions concerning the 1868 treaties that have been raised by Indian activists could be seen in their historic perspective.

During the workshop a suggestion was made that the course begin in 1848 with the Treaty of Guadalupe Hildalgo, include the western movement of 1849 to California, the 1851 treaties at Fort Laramie, on the west coast in California and Oregon, and view the contemporary period as beginning when the United States began a concerted effort to settle the west. This suggestion is excellent but takes in a great deal of additional material which may turn the course into a historical survey rather than a contemporary affairs course. The course cannot start much later than 1871 since the subsequent agreements for allotment of the reservations are directly tied to the former treaties made in the 1860s. If one begins later than 1871 and wishes to cover the allotment period then the problem becomes one of determining which series of allotment formulas are to be regarded as definitive in understanding the policy. The 1854 Omaha treaty article 6 forms the basis for a significant number of reservation allotments and so the chronological problem is not really resolved.

The consultants felt that one could not understand present Indian issues without understanding allotment and that 1887 would be the absolutely minimum date at which one could begin the course. However if the teacher wishes to restrict the course to a more contemporary course two additional suggestions were made at the workshop of beginning with the Sandoval decision of 1913 and cover the Pueblo Lands struggle or in 1934 with the beginning of the Indian Reorganization Act. It is within these chronological and topical limits that the consultants felt that the course should be defined.

2) **Policy Development.**

Most of the consultants felt that the course should adopt the general orientation of tracing policy developments and covering specific examples or incidents within this framework of interpretation. While the ongoing cultural life of the Indian tribe seems to survive the changes of policy nevertheless the radical shifts in programs and policies indicated in the last century give good argument for developing the course along a definition of policy line. By tracing out the fluctuations in policy from assimilationist to integrationist to separatist or by showing the changing emphasis placed on the role of the federal government or of tribal self-government the teacher can show nearly all of the important events, personalities and issues of today as longstanding problems of the Indian community over the last century.

Throughout the suggested weekly topics the model contains readings or bibliography which are intended to allow the student to pursue an analysis of policy from the philosophical, sociological, anthropological, or historical perspective. The general outline of following policy development is thus supplemented with readings so that the students can gain the ability to analyse the motivations of people developing policy or the reactions of Indians confronting policy changes.

The last two decades have seen a substantial shifting of policy on an informal basis from one of assimilation (the termination policy) to one of separatism (the current emphasis on self-determination) without much formal acknowledgment by the respective branches of the federal government that a radical change was taking place and without any direct legislative authorization. The teacher has an option when discussing the 1960s and 1970s in developing the themes that he or she feels are presently running their course and the long historica perspective developed in the initial parts of the model will provide sufficient information on policy development over the last century to enable the teacher to handle modern events and unanticipated incidents of the present without much difficulty. Under the general theme of policy development, then, the course takes its interpretive meaning.

3) **Economic Development: A sub-theme.**

During the four centuries of contact and conflict between whites and Indians the general struggle has been one of the possession and use of land. The conflict has not been unique in world history but rather has been a feature of the last four centuries of world history involving the peoples of every continent. This struggle has been discussed under the general topics of colonialism, imperialism, liberation movements, the emergence of the "Third World" and in other sociological and anthropological doctrines. Apparently involved in all of this variety of topics is the relationship of peoples to lands and the exploitation of lands.

Using this general sketch as a guideline the consultants placed a major emphasis on economic development problems of Indian tribes. In the year's course almost half of the second quarter is devoted to problems of economic development. In the workshop many of the participants felt that other topics such as Indian religions, cultural attitudes, and activism should be discussed in conjunction with economic development. It was the opinion of some of the teachers present that a major emphasis should be placed on interpreting the economic development problems as a conflict between two different ways of looking at the world with a highlight on the religious attitudes of the two groups involved. This suggestion is certainly important for any understanding of the intangible conflicts of attitude between Indians and non-Indians and should be given careful consideration.

Some of the suggested readings give detailed interpretations of the scope of economic development problems and others are intended to indicate that the problem specifically under consideration are problems of longstanding and involve complex forces of economic exploitation which far transcend the conflict between Indians and others. Indian Studies programs that are able to offer a substantial number of courses would do well to develop the various themes that seem to congregate around economic factors. In this model, however, the economic issues are covered before the social problems so that the students can understand the structural factors that inhibit the solution of social and cultural problems of Indian communities.

4) **Bibliography and Suggested Readings.**

The final bibliography and readings presented in this model represent about one third of the material surveyed and discussed in conjunction with developing the model. The bibliography was deliberately restricted to some seventy books which the consultants felt were essential in developing not only a contemporary issues course but also an adequate library for a small Indian Studies program. The selections represented there are an effort to give a comprehensive view of the available materials and they are not designed to give an in-depth bibliography on any of the various topics of interest.

In addition to outlining the suggested lectures on a weekly basis the year's course includes a basic suggested reading list for each week. The consultants recognized that the students would not be able to do much reading in any particular topic each week and certainly would not be able to cover the rather extensive list of suggested readings for the whole course. However the intent of including suggested readings on a weekly or topical basis was to allow the teacher a sufficiently wide scope in assigning

0003

readings and to provide additional source materials for those students or teachers who wished to pursue the subject matter at a greater depth.

No particular text book was recommended as a general text for this course. The books that were discussed as possible textbooks generally failed to give sufficient information on contemporary topics or were felt to be too heavily oriented toward a historical approach which emphasized the traditional interpretations of Indian experiences which have become objectionable to large segments of the Indian community in recent years. The matter of a course textbook thus remains unresolved and is left at the option of the instructor of the director of the Indian Studies Program.

5) **Purpose of the Model.**

Both the consultants and the workshop participants discussed at length the purpose of presenting a model course in contemporary issues. Questioning even included whether or not there should be a separate offering of Indian Studies as an academic discipline. Everyone agreed that the model was not designed as an authoritarian statement by the National Indian Education Association as to what should be included or taught in a contemporary issues course. Rather the model should be considered as a framework in which the various considerations of topics and subjects that could be presented in a contemporary issues course have been developed in a general matter and require the interpretation of an instructor in the classroom to come to life. The relative weight given to different topics is valid in a general sense if the subject matter is considered according to its adaptability for classroom use.

Nearly all of the participants felt that they could use specific parts of the model to supplement the work they were already doing in their programs. The general consensus was that the course gave a certain type of guidance to people in the process of developing or upgrading their existing course offerings in that it indicated a comprehensive perspective from which one could evaluate how to present those topics that seemed to weave together as related subjects. Most of the participants felt that they would change parts of the model according to the interest in the tribes of their areas and supplement some of the suggestions by dealing with specific local or regional problems with which they had already been dealing in their courses.

The general example of the model as given to the workshop participants was that the model was designed to accommodate the new teacher or developing program that wished to offer a course almost immediately in a short period of time. The model would offer a basic source of suggested lectures, topics and source materials from which a course could be easily and rapidly constructed consistent with the needs of the developing program or new instructors. With the variety of suggested readings by topic, therefore, the course model offers the possibility of teaching a relatively sophisticated course on contemporary issues or of modifying the material for a less specific more general survey course by simply eliminating the more complicated lectures and readings to make the material fit the students' capability to absorb materials.

CONTEMPORARY ISSUES OF THE AMERICAN INDIAN

A MODEL COURSE FOR ONE QUARTER

GOALS:

The goal of a one quarter course in Contemporary Issues of the American Indian should be to give sufficient background and in-depth information on a variety of Indian problems so that the students, when hearing news reports and seeing television reports on Indian problems, will have some background and understanding of the forces and events that had lead to the present situation.

MAJOR THEMES:

The major themes of this model course are:

1. How the institutional structure of Indian Affairs developed.
2. Current economic and social problems of American Indians.
3. Contemporary manifestations of the Indian spirit — activism and cultural expressions that transcend the institutional structures and problems.

LECTURES:

I. The American Indian Arrives in the Twentieth Century.

A. 1871 — The End of Treaty-making and the ascendency of Congress in determining Inidan policies and programs.
   1. The Peace Commission of 1868 — the last series of treaties.
   2. Agreements — the role of the executive in determining the number and extent of Indian reservations.
   3. Reservations set aside for Indians — where they were and who lived on them.

B. 1887 — The Dawes Allotment Act.
   1. The policy of assimilation and the value of private property as an educational technique.
   2. Typical allotment agreements and examples of land loss.
   3. 1891 Leasing Amendment and its effect on the development of the federal "trust" responsibility.

C. Education of the American Indian.
   1. Off-reservation boarding schools and the development of the Bureau of Indian Affairs educational system.
   2. Reservation day schools and contract schools.
   3. Mission schools and the struggle over sectarian educational programs.
   4. Expenditure of tribal funds for mission schools. **Quick Bear** v. **Leupp.**

D. The Early Indian Movement.
   1. The Society of American Indians — development of a national "Indian" identity.
   2. The Native American Church and the struggle for religious freedom.
   3. Tribal struggles to enforce treaty rights.
   4. Tribal petitions for entrance into the Court of Claims.

II. Policy Changes in the Early Twentieth Century.

A. The Burke Act of 1906 and "forced citizenship".
B. The Movement for citizenship by Indian war veterans.
C. The fight over executive order reservations.
   1. Title to executive order reservations.
   2. Mineral rights on executive order reservations.
D. The National Park Movement and the confiscation of Indian lands.
   1. Blue Lake
   2. Mount Adams
   3. Pipestone Quarry
E. The Committee of One Hundred
   1. Policy recommendations to Secretary Work
   2. The sentiment for reform — prominent white citizens join the push for Indian reform.

III. The Pueblo Lands Fight.

A. **Sandoval** v. **United States** — The Pueblos are entitled to federal protection and services.
B. Senator Bursum and the land bill.
C. John Collier and the Indian Defense League — the coalition of forces against Bursum.
D. 1924 Pueblo Lands Act.
   1. The final provisions of the bill.
   2. Appointment of a special attorney for the Pueblos.

0007

IV. The Senate Committee on Conditions of Indians.

A. The Demand for reform led by John Collier, religious freedom struggles, the controversy over Courts of Indian Offenses.
B. Conditions of Indians across the nation.
C. Indian Claims controversies.
D. Recommendations of the survey.

V. The Meriam Report.

A. Extent of the survey — nature of the research.
B. Recommendations of the report.
C. Influence of the report.

VI. The Indian Reorganization Act of 1934.

A. John Collier becomes Commissioner of Indian Affairs.
B. Collier philosophy and Roosevelt desire for reform.
C. Original provisions of the bill.
D. The Indian Congresses
   1. Rapid City.
   2. Muskogee.
   3. Phoenix.
E. Final provisions of the bill.
F. Oklahoma and Alaska Amendments.
G. The Johnson O Malley Act.
H. Later evaluations of the Indian Reorganization Act.

VII. Congressional Reaction against the Indian Reorganization Act.

A. Senate investigations of the Bureau of Indian Affairs.
B. House investigations of the Bureau of Indian Affairs.
C. The Hoover Report.
D. Sentiment to "get out of the Indian Business." the background of terminationist sentiment.

VIII. The Indian Claims Commission.

A. Debates over claims of tribes.
B. Provisions of the bill.
C. Types of claims and number of claims.
D. Work of the Indian Claims Commission until 1974.

IX. Termination.

A. House Report 2503 — the Domesday Report on Indians.
B. House Concurrent RESOLUTION 108.
C. The Joint Subcommittee — Watkins and Berry run Indian Affairs.
D. The repeal of the liquor laws.
E. Tribes suffering termination and their fates.
   1. Mixed blood Utes.
   2. Klamaths.
   3. Menominees.
   4. Alabama-Coushattas.
   5. Catawbas.
F. Tribal reaction to termination — 1954 Emergency Conference.
G. 1958 — Secretary Seaton relents.
H. Carry-over problems.
   1. Colville termination proposal.
   2. Seneca termination proposal.
   3. Repeal of Choctaw termination.

X. The Era of Self-Determination.

A. The New Frontier and the sense of freedom.
B. Area Redevelopment Administration — building community buildings on reservations.
C. The Great Society
   1. Economic Opportunity Act and its programs.
   2. 1968 Civil Rights Act.
      a. freedom of religion
      b. jurisdictional problems arise.
D. Increase in educational programs and funds.
E. 1969 Kennedy Indian Education Subcommittee.

0008

XI. Contemporary Problems -- Government and tribal.

A. Tribal governments
1. Increased role of tribal governments — Developers of community programs.
2. Increased development of natural resources — the energy crisis begins to hit Indian reservations.
3. Jurisdictional problems —
   a. Fishing rights.
   b. Water rights.
   c. Taxation.
   d. Reapportionment of election districts on reservations.
4. Tribal governments today — reform and rebellions.

B. The Bureau of Indian Affairs today.
1. Sharing of its traditional role with other government agencies.
   a. Education — B.I.A. and H.E.W.
   b. Development — B.I.A. and E.D.A.
   c. Jurisdiction — B.I.A. and Justice
   d. Housing — H.U.D.
   e. Health — B.I.A. — P.H.S. — H.E.W.'s other agencies
2. Trust relationship of the Bureau of Indian Affairs.
   a. Strip-mining problems
   b. Long term leases
   c. Timber policies
   d. Water rights policies
   e. Education eligibility criteria

XII. Case Studies of Contemporary Problems

A. Black Mesa — Navajo
1. Employment vs. income
2. Energy crisis and the crunch on reservation resources.
3. The Conservation groups and their role in protecting resources.
4. Traditional Indians vs. progressive tribal leaders.
5. The religious issue.
6. The state of the problem.

B. Lummi Aquaculture
1. Principles of aquaculture
2. Community development around aquaculture
3. Modern scientific methods of development
4. Marketing of production
5. Problems of inter-agency nature
6. Applications to other problems

C. Gila River Pima-Maricopa — multi-faceted development of reservations.
1. Heavy equipment testing programs.
2. Indian labor union.
3. Feedlot production.
4. Irrigation programs.
5. Long term leasing income.

D. Water Rights struggle — Pyramid Lake Paiutes
1. The Newlands project — siphoning water from Indians to whites.
2. Inter-agency struggles within the Department of the Interior.
3. The need for water — what practical uses can Indians make of water in their circumstances.
4. Legal problems — The Winters Doctrine — does it apply for innovative water uses?
5. The state of the problem today.

E. Agua Caliente — Long term leasing for residential development
1. The nature of tribal lands in California
2. State trusteeship over the California Indians
3. The "guardianship charges" against the Indians.
4. The state of the problem today.

F. Yuma — Hydroponis farming.
1. Brief history of the Yumas — their loss of lands.
2. Land restoration and irrigation of lands.
3. Use of new farming techniques to employ tribal members.
4. Production possibilities of small tribes.
5. The state of the problem today.

0003

G. Timber problems — Quinault
1. Nature of timber operations.
2. The role of B.I.A. "Trusteeship" over timber resources.
3. The value of Indian timber lands.
4. Long term planning and timber resources.
5. The state of the problem today.

XIII. Models of Colonialism and Indian Economic Development.

A. Models of aboriginal peoples.
1. Low capital resources in technology.
2. High natural resources.
3. Development vs. income production — wages vs. ownership.
B. Comparisons with other peoples.
C. Social problems of colonial structures.
D. Power and indigenous peoples — expressions of power.
E. The Colonial model of administration.
F. How much do Indian reservations resemble colonies?

XIV. Human Problems Today.

A. Education.
1. Higher Education.
a. College
b. Graduate school
c. Vocational training — technical training.
2. Secondary education.
a. Drop out rates
b. College preparation
c. Government boarding schools
d. Compensatory programs
3. Elementary education.
a. Head Start and other compensatory programs.
b. Child care programs
c. Testing programs and results
d. Home environment and the young child
B. Indian Control of educational institutions.
1. Rough Rock High School.
2. Navajo Community College.
3. Coalition of Indian Controlled School Boards.
a. Membership
b. Ideology
c. Cases of action
4. American Indian Higher Education Consortium
a. Developing reservation community colleges.
b. Reservation educational needs at the college level.
C. Government operated educational institutions.
1. Institute for American Indian Art — Sante Fe
2. Haskell Junior College
3. Chilocco
4. Chemawa
5. Problems of government operated schools.
D. Indian Health Problems.
1. Transfer of Indian Health to Department of Health, Education and Welfare.
2. Current Indian Health programs.
3. Indian health needs.
4. The shortage of doctors.
5. Contracting problems of Indian health services.
E. Housing.
1. Tribal housing programs.
2. Indian housing needs.
3. Reservation development and increased housing needs.
F. Unemployment.
1. Traditional employment factors in reservations.
a. Migrant labor.
b. Farm and ranch labor.
c. Tribal enterprises.

2. New employment programs.
   a. Tribal developments and industries.
   b. Outside corporate employment programs.
   c. Large corporations and reservation employment.
   d. Supplementary employment programs.

G. Alcoholism.
   1. Extent of the problem.
   2. Tribal programs to combat alcoholism.
   3. Family disintegration and drinking.
   4. Indian identity and the drinking stereotype.

XV. Contemporary Indian Culture.

A. Drama.
B. Literature.
C. Religion
D. Social events — celebrations
E. Music.
F. Sports.

XVI. Activism.

A. Techniques of activists.
B. The media and the Indians — how Indians appear in the media.
C. Events.
   1. Alcatraz.
   2. Trail of Broken Treaties.
   3. Wounded Knee.

D. Organizations.
   1. National Indian Youth Council — forerunner of today's activists.
   2. Indians of All Tribes.
   3. United Native Americans.
   4. American Indian Movement.

XVII. Summary.

A. Indians today — summary.
B. Future trends — summary.
C. Proposed solutions — summary.

FALL QUARTER

First Week

A Review of Events and Policies

The first week should be devoted to a survey of the events of the 1870-1890 period that established the tribes in the areas where they are today. The teacher can go as far back as the Removal period if necessary but the natural beginning point might be the Peace Policy of the Grant Administration. One should then go to the Peace Commission that established the 1867-68 series of treaties with the tribes of the Plains. Following an examination of the Peace Policy and its objectives, with a concentration on the fact that the policy was aimed at creating agricultural reservations for the tribes, one can briefly cover the Indian wars.

The story of the Plains Indian wars is well known and so the suggestion is that the teacher cover the incidents that are not so well known such as the Apache wars, the Lava Bed war and the wars of the southern plains. In order to get the Indian wars into perspective the teacher should carry the discussion into the 20th century with the Leech Lake incident in 1898 and the Redbird Smith movement in Oklahoma in the 1900's.

First Week -- Suggested Readings

Brown, Dee. **Bury My Heart At Wounded Knee,** Holt, Rinehart and Winston, New York, 1971.

Debo, Angie. **A History of the Indians of the United States,** University of Oklahoma Press, Norman, 1970.

Spicer, Edward H. **A Short History of the Indians of the United States.** Van Nostrand Reinhold Co. New York, 1969.

Second Week

Agreements and Allotments

The second week should fall naturally into the subject matter of agreements and allotments. Most of the agreements made between 1874 and 1914 were land cessions that reduced the land base of the established reservations and effected an undercutting of the traditional tribal political forms. Copies of some land cession agreements can be obtained from Kapplers **Indian Laws and Treaties,** and discussed with the class with an emphasis on the policy of producing Indian farmers even in places where farming was impossible.

The Dawes Act and its relationship to the Indian land base and culture should be adequately discussed and wherever possible actual examples of the reduction of the tribal lands and emergence of the special "trust" relationship of the Interior Department should be used.

Out of the chaos of allotment arose a new type of tribal government and the students should be made to understand that the present efforts at self-determination are not a modern phenomenon. Some mention of the governments of the Five Civilized Tribes should be made as an introduction to this topic. Then the teacher can cover the creation of tribal governments in the period of 1880-1920. Red Lake Chippewa, Klamath, Sac and Fox of Oklahoma, and the Minnesota Chippewa tribe can be used as examples of this movement.

Second Week -- Suggested Readings

Cohen, Felix A. **Federal Indian Law, GPO,** Washington, D.C. 1942. (Reprinted by the University of New Mexico Press, Albuquerque, New Mexico 1970).

Otis, D.S. **The Dawes Act and the Allotment of Indian Lands.** University of Oklahoma Press, Norman, 1973.

Leupp, Francis S. **The Indian and His Problem.** New York: C. Scribner's Sons, 1910.

p. 10 blank

0012

CONTEMPORARY ISSUES OF THE AMERICAN INDIAN--FALL QUARTER

Third Week

Conflict and Reform

The period of 1900-1934 which saw various schemes for the final solution of Indian Affairs is critical for understanding the emotions and attitudes of Indian people today. The teacher should cover the following topics:

A. **The Society of American Indians**—The first national Pan-Indian movement for social and political reform.

B. **The Snyder Act of 1921**—This statute marks the beginnings of the assumption of social services for American Indians by the federal government on a basis of need and not treaty requirements.

C. **The Pueblo Land Fight**—From the **Sandoval** decision in 1913 until 1937 the Pueblos fought to establish their land claims. Out of this struggle came the movement for tribal self-government which featured John Collier. The Bursum Bill and the Committee of One Hundred should be covered in this connection.

The Indian Reorganization Act—The I.R.A. formed a complete reversal of federal policy. The teacher should present the original draft of the Indian Reorganization Act to the class and a copy of the bill that finally passed and discuss the principles of self-government that Collier wanted to incorporate and the things that he really got written into law. By handling I.R.A. in terms of theoretical principles the students can understand the nature of tribal governing problems today with the compromised bill that emerged.

Third Week—Suggested Readings

Hertzberg, Hazel Whitman, **The Search for an American Indian Identity: Modern Pan-Indian Movements.** Syracuse: Syracuse University Press, 1971.

Pueblo Lands Struggle

Brayer, Herbert O."Pueblo Indian Land Grants of the Rio Abajo". **University of New Mexico Bulletin No. 334 (PIL)** 1939.

Quail, K.F. "Tragic Story of Pueblo Indian Land Titles." 6 **J.B.A. Kan.** 158 (1937).

Renehan, A.B. "Pueblo Lands Act" 33 **N.M.S.B.A.** 72 (1927)

Seymour, Flora Warren, "Land Titles in the Pueblo Indian Country," 10 **A.B.A. Jour.** 36 (1924)

Indian Reorganization Act

——To grant to Indians living under Federal Tutelage freedom to organize for purposes of local self-government and economic enterprise. Hearings on S. 2755 and S. 3645, 73rd Cong. 2d Sess. (1934).

——Readjustment of Indian Affairs. Hearings on H.R. 7902, 73rd Cong. 2d Sess. (1934).

——To conserve and develop Indian lands and resources, Hearings on S. 3645, 73rd Cong. 2d Sess. Senate Report No. 1080, (1934).

CONTEMPORARY ISSUES OF THE AMERICAN INDIAN—FALL QUARTER

Fourth Week

The Indian Reorganization Act and the Establishment of Tribal Governments.

This series of lectures should concentrate on the reception given to the Indian Reorganization Act by the tribes, the extension of the principles of self-government to the tribes in Oklahoma and the native villages in Alaska, and the evaluations of the act and its effects by writers close to the events. The lectures can be broken easily into the three subjects or they can be merged in one general reading of the material with class discussions. It is important that students see the ideological movements with respect to the Indian Reorganization Act at the time it was enacted and put into operation. In that way it can be seen as the radical departure from traditional manner of dealing with Indians that I.R.A. really was in its day.

Fourth Week -- Suggested Readings

U.S. Department of the Interior, Office of Indian Affairs. **A Brief Statement on the Background of Present-day Indian Policy,** November 21, 1938 (mimeo.). Reports of Conferences leading to the Act of June 18, 1934: Minutes of the Plains Congress, Rapid City Indian School, March 2-5, 1934; Minutes of All-Pueblo Council, Santo Domingo Pueblo, March 15, 1934; Report of Southern Arizona Indian Conference, Phoenix Indian School, March 15-16, 1934; Proceedings of the Conference for the Indians of the Five Civilized Tribes of Oklahoma, Muskogee, Oklahoma, March 22, 1934. Resume of Proceedings, Conference on Indian Allotted and Heirship Land Problems, August 14-17, 1938, Glacier Park, Montana, 1938. (mimeo.).

——To promote the Welfare of the Indians of Oklahoma. Hearings on S. 2047, 74th Cong. 1st Sess. (1935).

——To promote the Welfare of the Indians of Oklahoma. Hearings on H. R. 6234, 74th Cong. 1st Sess. 1935.

——Extension of provisions of the Wheeler-Howard Act to Alaska. Hearings on H.R. 9865, 74th Cong. 2d Sess. House Rept. No. 2244 (1935).

Collier, John. "America's Handling of Its Indigenous Indian Minority." 7 **Indians At Work,** No. 5 December 4, 1939.

——"A Birdseye View of Indian Policy, Historic and Contemporary." Office of Indian Affairs, Washington, D.C. (mimeo.) 1935.

Cohen, Felix A. "How Long will Indian Constitutions Last?" 6 **Indians at Work,** No. 10 (1939)

Harper, Allan G. "Report on the Shinnecock and Poosepatuck Indian Reservations in Relation to the Reorganization Act." Office of Indian Affairs, January 1936 (mimeo.)

Kelly, Lawrence H. **Indian Affairs and the Indian Reorganization Act: The Twenty Year Record.** Tucson: University of Arizona Press, 1954.

McNickle, D'Arcy. "Four Years of Indian Reorganization." 5 **Indians At Work,** No. 11, 1938.

Mueller, Louis. "Administration of Reservation Law and Order under the Indian Reorganization Act. 3 **Indians At Work.** No. 24 (1936)

Stewart, J.M. "Land Acquisition for Indian Use." Reorganization Number, **Indians At Work,** July 1936.

CONTEMPORARY ISSUES OF THE AMERICAN INDIAN--FALL QUARTER

Fifth Week

Tribal Governments -- The Exercise of Powers

The second week of lectures and readings on tribal governments should concentrate on recent developments involving the exercise of the powers of government. Recent developments in rewriting constitutions, developing housing and economic development programs, and in restructuring tribal affairs should be covered. As part of these lectures we would recommend, if at all possible that a representative of a tribal council come to the class and speak and answer questions. In that way the class would be able to gauge the type of problems faced by tribal governments and be in a better position to understand the nature of political and social reality that confronts today's tribal government.

Fifth Week -- Suggested Readings

Basehart, Harry and Sasaki, Tom. "Changing Political Organization in the Jicarilla Apache Reservation." **Human Organization,** Vol. 24, PP. 283-289

Clark, E.M. and David W. "Rehabilitation Program on the Cheyenne River Sioux Reservation." Philadelphia: Indian Rights Association, 1961.

0014

Cohen, Felix S. "Indian Self-Government." **ABC,** Vol. II, No. 5, June, 1965.

Kane, Albert. "Jurisdiction over Indians and Indian Reservations." **Arizona Law Review,** VI. (1964-65), pp. 237-255.

Shusky, Ernest. **The Right to be Indian.** San Francisco: The Indian Historian Press, 1970.

U.S. Government, House Report No. 2503, Calendar No. 790, 82nd Cong. 2d Sess. **Report with respect to the House Resolution authorizing the Committee on Interior and Insular Affairs to conduct an investigation of the Bureau of Indian Affairs,** Washington, D.C. GPO, 1952.

CONTEMPORARY ISSUES OF THE AMERICAN INDIAN--FALL QUARTER

Sixth Week

The Bureau of Indian Affairs

The lectures will be designed to acquaint the student with the history of the Bureau of Indian Affairs and its relationship to Indian. The emphasis on the B.I.A. will be two weeks with the first week devoted to an examination of the Bureau from a historical perspective and the second week devoted to the current situation.

Of necessity, the devotion of a week to the history of the B.I.A. involves reading and reproducing for distribution a great many government reports. Most of these are available in colleges and universities which have libraries that are government depositories. The teacher is at liberty to introduce specific agency or other reports dealing with the relationship of the B.I.A. and the tribes of the immediate area and is encouraged to so do if there are government boarding Schools or Area Offices in the immediate locale.

Sixth Week -- Suggested Readings

Brophy, William A. and Aberle, S.D., **The Indian: America's Unfinished Business,** Norman: University of Oklahoma Press, 1967.

Collier, John, "The U.S. Indian Administration as Laboratory of Ethnic Relations," **Social Research** Vol. 12, (1945) pp. 265-283.

Embree, John F. "The Indian Bureau and Self-Government", **Human Organization,** Vol. 8, No. 2 (Spring, 1949), pp. 11-14.

Institute for Government Research, Brookings Institution, **The Problem of Indian Administration, Report of a Survey,** Lewis Meriam, Technical Director, Baltimore, Johns Hopkins Press, 1928.

Levitan, Sar A. and Hetrick, Barbara, **Big Brother's Indian Program, With Reservations,** New York: McGraw-Hill, 1971.

Schmeckebier, Lawrence F., **The Office of Indian Affairs: Its History, Activities and Organization,** Baltimore: Johns Hopkins University Press, 1927.

CONTEMPORARY ISSUES OF THE AMERICAN INDAIN--FALL QUARTER

Seventh Week

The Bureau of Indian Affairs -- Current Programs and Policies

This week should be devoted to understanding the present role of the Bureau of Indian Affairs in the lives of Indians. The teacher should be prepared to use current newspapers such as AKWESASNE NOTES, THE INDIAN HISTORIAN, NAVAJO TIMES, TUNDRA TIMES and the press releases from the American Indian Press Association for current materials. Current publications, reports and statements from such groups as the Coalition of Indian Controlled School Boards, the National Tribal Chairmen's Association, the National Congress of American Indians, the National Indian Youth Council, and the American Indian Consortium on Higher Education should also be used.

Current programs and policies can mean almost anything but the emphasis should be on the latest activities and the devotion of two weeks to the B.I.A. is designed to prepare the student for a careful analysis of the current activity of the B.I.A. so that he can exercise a critical and analytical role in surveying the agency.

0013

Seveth Week – Suggested Readings

Bennett, E. F., "Federal Responsibility for Indian Resources." **The Federal Bar Journal**, 20 (3): 255-262, Summer, 1960.

Lane, M.C.H., "A Critical Study of the Contemporary Theory and Policy of the Indian Bureau with Regard to American Indian Education. Doctoral Thesis, the Catholic University of America, Washington, D.C., 1962.

Leon, Robert, "Maladaptive Interaction Between Bureau of Indian Affairs Staff and Indian Clients," **American Journal of Orthopsychiatry** Vol. 35 (1965), pp. 723-728.

Levitan, Sar. A. and Hetrick, Barbara, **Big Brother's Indian Program, with Reservations,** New York; McGraw-Hill, 1971.

U.S. Congress, Union Calendar No. 790, 82nd Congress, 2nd Session, House Report No. 2503, **Report with Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs.** Washington, D.C.: GPO, 1952.

U.S. Department of the Interior, Bureau of Indian Affairs, **Annual Report: Indian Affairs** (by year) Washington, D.C.: GPO—issued annually.

CONTEMPORARY ISSUES OF THE AMERICAN INDIAN – FALL QUARTER

Eighth Week

Other Federal Agencies

These lectures should be devoted to the other government agencies that deal with Indian communities. Most of these agencies have only recently come into contact with Indians. Many of them are creations of the 1960's legislation and are phasing out so that materials on their relationship with Indians may be very difficult to obtain. The lectures should cover the relationships that these agencies have with Indian communities. At a minimum, the agencies to be covered are:

Dept. of Health, Education and Welfare
- Office of Education
- Indian Health Service
- National Institute of Education
- Office of Native American Programs (formerly O.E.O.)

Dept. of Commerce
- Economic Development Administration
- Small Business Administration
- Four Corners Regional Commission

Dept. of Agriculture
- Forest Service
- Farmers Home Administration

Dept. of Interior
- Bureau of Sport Fisheries and Wildlife
- Bureau of Land Management
- National Park Service
- Bureau of Reclamation

Dept. of Labor
- Manpower Administration

Dept. of Housing and Urban Development

Dept. of Justice

Eighth Week – Suggested Readings

Hough, Henry. **Development of Indian Resources,** N.C.A.I., 1967.

Human Sciences Research, Inc., "A Comprehensive Evaluation of OEO Community Action Programs on Six Selected American Indian Reservations." HSR, September, 1966.

"Summary of the Fourth National Conference on Indian Health Sponsored by the Association on American Indian Affairs." U.S. Congress, Senate Committee on Labor and Public Welfare, **Indian Education,** Part 1, before a Special Subcommittee on Indian Education, 90th Congress, 1st and 2nd Sess. 1967-68.

U.S. Congress, 87th 2nd Session, Senate, **Federal Facilities for Indians, Report,** Committee on Appropriations, Washington, D.C., GPO, 1963, p. 29.

U.S. Congress, 88th 1st Session, Senate, **Federal Facilities for Indians, Report,** Committee on Appropriations, Washington, D.C., GPO, 1964, p. 29.

U.S. Department of Health, Education and Welfare, Public Health Service, Health Services and Mental Health Administration, Indian Health Service, **Dental Services for American Indians and Alaska Natives,** annual report, fiscal year 1969, Washington, D.C., GPO, 1969, viii, p. 52.

U.S. Department of Health, Education and Welfare, Public Health Service, **Indian Health Trends and Services,** 1969.

U.S. Department of Health, Education and Welfare, Public Health Service, **The Indian Health Program from 1800-1955,** March 11, 1959.

CONTEMPORARY ISSUES OF THE AMERICAN INDIAN – FALL QUARTER

Ninth Week

Congress, the Legislative Process, and Policy Formation

Almost everything of a substantial nature happening in the field of Indian Affairs is ultimately determined by the action of Congress or the changing of policy according to political considerations of the moment. The complex nature of legislative change or new policy formation involves many factors and to close this quarter it is necessary to see the contemporary scene as one in which this process, which has developed over the past century, is affected by present Indian movements, protests, and demands.

In this two week sequence the instructor can develop the general theme of policy formation and change and compare this process with the demands now being made by Indians for solution of certain issues. The sequence is designed to show how the process works or has worked in the past when the raising of issues was essentially one that flowed from the positions of power to the Indian communities. With the rise of Indian activism the process has been at least partially reversed. The federal government must now respond in some manner to issues raised by Indian activists whether it considers those issues as important or not. The question which this reversal of issue formation raises is how the issues eventually become resolved when raised in an atmosphere of conflict.

Ninth Week – Suggested Readings

Cohen, Felix S. **Federal Indian Law,** Washington, D.C. 1942.
Sections 1-17, Chapter 4, "Federal Indian Legislation."
Sections 1-6, Chapter 5, "The Scope of Federal Power Over Indian Affairs."

Debo, Angie, **A History of the Indians of the United States,** University of Oklahoma Press, 1970, Chapter 16, "Breaking up the Reservations."

Institute for Government Research, Brookings Institution, **The Problem of Indian Administration,** Report of a Survey, Lewis Meriam, Technical Director, Baltimore, Johns Hopkins Press, 1928.

Joint Subcommittee on Indian Affairs, **Hearings, Termination of Federal Supervision over Certain Tribes of Indians,** 1954, GPO, Washington, D.C.

Orfield, Gary, **A Study of Termination,** N.C.A.I. 1966

0017

Otis, D.S. **The Dawes Act and the Allotment of Indian Lands,** University of Oklahoma Press. 1973.

U.S. Senate. **Survey of Conditions of Indians in the United States, Part 25: Indian Claims, 1932.**

U.S. Senate. **Hearings on S.J. Res. 133,** Subcommittee on Indian Affairs. Interior and Insular Affairs Committee. 1973 and 1974.

U. S. Senate. **Authorizing each of the Five Civilized Tribes of Oklahoma to select their principal officers -- a report to accompany S. 3116,** Washington, D.C. GPO: 1970.

CONTEMPORARY ISSUES OF THE AMERICAN INDIAN -- FALL QUARTER

Tenth Week

Contemporary Indian Activism -- Its Origin and Impact

Conflict between Indians and non-Indians has been continual though sporadic for many centuries. Until the opening decades of this century the conflict was resolved by the comparative use of armed force and the issue at stake was not often a feature of the solution which resulted. Beginning with the Pueblo Lands struggle in 1913 the twentieth century has seen a variety of Indian movements with a significant number of issues involved. During the previous weeks while covering the historical antecedents of issues and problems the students should have become familiarized with the outstanding issues and movements to resolve them prior to the 1960s. This week will be used as a period in which the present activist movement can be considered in its historic perspective.

The instructor should plan on covering several topics and familiarize the student with a number of organizations. Among the topics to be covered should be:

1) Alcatraz
2) Fish-ins
3) Occupations of federal surplus lands
4) The Trail of Broken Treaties
5) Wounded Knee

The instructor has an option on the organizations to be covered, what is to be said concerning them, and his or her evaluation of their goals, accomplishments and general idealogy. Among the organizations that we would recommend as important in this discussion are:

1) American Indian Movement
2) Survival of American Indians
3) United Native Americans
4) Indians of All Tribes
5) National Indian Youth Council

Since there will be substantial student interest in this topic and since there are a number of books presently competing as definitive statements about the current activist movement, the instructor can choose that book which gives the viewpoint that the instructor wishes to place on the meaning of the movement. The most consistent source of information on the movement over a long period of time, however, must certainly be AKWESASNE NOTES. Other newspapers such as the WARPATH of the United Native American and THE RENEGADE of the Survival of American Indians, have been published on a sporadic basis and obtaining copies of them may present a problem for the instructor.

On the fishing rights controversy the best and probably only good source remains UNCOMMON CONTROVERSY published by the American Friends Service Committee through the University of Washington Press. Supplementary materials for fishing rights discussion can probably include the court decisions which have come down recently involving a determination of the treaty fishing right. Copies can be obtained from the Native American Rights Fund, Boulder, Colorado.

CONTEMPORARY ISSUES OF THE AMERICAN INDIAN

WINTER QUARTER

First Week

Colonialism and Benign Management

This quarter's work will be devoted to the study of economic and human development problems of Indian communities. In order to set the stage for a more comprehensive understanding of the nature of problems faced by Indian people the first week should be devoted to a discussion of the types of exploitation of oppressed peoples around the world. The concept of colonialism as imposed by western European peoples on the non-European peoples of the world forms a natural structure for this discussion.

The readings and discussion of this first week are devoted to models of colonialism and comparisons with the present structure of Indian Affairs as presented in the last quarter's work. From the discussion of colonialism we will examine types of benign management and discuss the procedures by which government structures control and govern subservient peoples. Once these models are understood by the students they can move on into the quarter's work of analysing the economic and human development problems of Indian reservations.

First Week — Suggested Readings

Barnett, Homer G., et. al., 1954 Acculturation: an exploratory formulation-the social science research council summer seminar on acculturation, 1953. **American Anthropologist** 56: 973-1002.

Colonialism: Domestic and Foreign, **New University Thought,** Winter, 1966-1967, Volume 4, Number 4, $0.75.

MacLeod, William Christie, Celt and Indian: Britain's Old World Frontier in Relation to the New, In **Beyond the Frontier: Social Process and Cultural Change,** Paul Bohannon and Fred Plog, eds. Garden City: Natural History Press, pp. 25-41.

Price, A. Grenfell, **White Settlers and Native Peoples, An Historical Study of Racial Contracts between English-speaking Whites and Aboriginal Peoples in the United States, Canada, Australia, and New Zealand,** (Melbourne, 1949).

Thomas, Robert K., "Colonialism: Classic and Internal," **New University Thought,** IV, No. 4 (Detroit: Winter, 1966-1967) pp. 37-44.

Thomas, Robert K., "Cross Cultural Cannibalism," **New University Thought,** (7) 3:7-11, 1971.

Wahrhaftig, Albert, "Community and the Caretakers," **New University Thought,** Vol. 4, No. 4, Winter 1966-1967.

Wax, Murray and Rosalie, "Cultural Deprivation as an Educational Ideology," **Journal of American Indian Education,** Vol. III, January 1964.

Second Week

Economic Under-development

This week's lectures will begin a five week survey and indepth analysis of problems of resources and economic development in Indian communities. The initial week will concentrate on the identification of Indian natural resources and the development of the concept of "resource shrinkage" in relationship to the future. Some of the readings will deal with the historical movements by which existing Indian resources were dispersed or wasted. Once the student has covered the question of natural resources and the distribution of resources and their potential, he will be able to go on and cover specific topic areas and tribal problems.

Second Week – Suggested Readings

Gilbert, W. H. and J.L. Taylor, "Indian Land Questions," **Arizona Law Review,** 8:102, Fall 1966.

Hough, Henry, Development of Indian Resources, N.C.A.I., 1967.

p. 18 blank

Reed, W. M., Irrigation work of the United States Indian Service. (In Pan-American scientific Congress. Proceedings. 1915-16, v.3: 292-97).

Rees-Jones, T. "Problems in the development of mineral rsources on Indian Lands." **Rocky Mountain Mineral Law Institute,** Proceedings: 7:661-705, 1962.

Voget, F. (ed), American Indians and their economic development, **Human Organization,** 20(4): 157-248 (Winter, 1961/62).

56th Cong., 2d sess. Senate doc. 216 (Serial 4043). Papers relating to location, claim of privilege of exploring for minerals on reservations, 1901. 97 p.

56th Cong., 2d sess. Senate doc. 123 (Serial 4039). Papers relating to leasing of grazing lands on reservations. 1901. 60 p.

Hearings, 1906. Oil lands in Indian territory. 84p.

71 C:3, Hearings, Sen. Subcomm. of Comm. on Ind. Aff., Survey of conditions of the Indians, Part 11—Oil leases and operations in S.W., Jan. 30, 31, Feb. 3, 5, 1931.

73 C:2. Hearings, Sen. Comm. on Ind. Aff., S.J. Res. 95, April 24, 1932, To restore lands of Papago Indian Reservation in Arizona to exploration and location under public land mining laws.

NATIONAL RESOURCES PLANNING BOARD, Indian Land Tenure, Economic Status, and Population Trends, 1935.

Sen. Rept. No. 147, Survey of conditions of Indians—Flathead power sites.

Sen. Rept. No. 382 (S. 1889), Administration of tribal forest and grazing lands.

U.S. BOARD OF INDIAN COMMISSIONERS. Briefs on Indian irrigation and Indian forests. Letter from F. H. Abbott, Secretary of Board of Indian Commissioners to the chairman of the Senate committee on Indian affairs transmitting all communications and certain briefs, together with proposed amendments to existing law, relative to Indian irrigation and Indian forests . . . 1914. 69p. (Published for Senate committee on Indian affairs).

Yf.Ec 7:91-1/Ec7/21/v. 1&2. U.S. Congress. 91st. 1st Session. Senate and House of Representatives. **Toward economic development for native American communities, a compendium of papers** . . . v.1 pt. I: **Development prospects and problems;** v.2, pt. II: **Development programs and plans; pt. III: The resource base.** Washington, D.C.: GPO, 1969. 2 vols.

U.S. Congress. House Committee on Public Lands. **Navajo and Hopi Rehabilitation.** Hearings before a Subcommittee on Indian Affairs, 81st Cong. 1st Session, Washington, D.C., GPO, 1949. pp. 273.

U.S. Government, House Report No. 2503, Calendar No. 790, 82nd Congress, 2nd Session, **Report with Respect to the House Resolution authorizing the Committee on Interior and Insular Affairs to conduct an investigation of the Bureau of Indian Affairs,** Washington, D.C. GPO, 1952.

U.S. NATIONAL RESOURCES PLANNING BOARD, Alaska, its Resources and Development, 1937.

CONTEMPORARY ISSUES OF THE AMERICAN INDIAN – WINTER QUARTER

Third Week

Economic Under-development – Energy, Water and Land

The lectures of this week will be divided into three parts, energy, water and land respectively. The lectures will be devoted to a comparative analysis of tribal resources, for example, in relation to timber which is part of the "Land" category, it is necessary to distinguish between the different tribal problems, the problems of the Menominee being far different than those of the Yakima or other west coast tribes.

0020

Briefly the three lectures will break down as follows:

(A) Energy

Oil and gas — Osage, Wind River, Navajo, Five Civilized tribes, Fort Peck, Blackfeet, Ute Mountain Ute

Coal — Northern Cheyenne, Crow, Fort Berthold, Navajo

Uranium — Laguna Pueblo, Spokane, Colville

(B) Water

Irrigation — Gila River, Colorado River, Yuma, Yakima, Navajo, Fort Hall

Fisheries — Lummi, Pyramid Lake, Quinault, Red Lake

Recreation — Flathead, Colorado River, Pyramid Lake, White Mountain Apache

Urban Developments — Cochiti Pueblo, California rancherias

(C) Land

Grazing and Farming — Pine Ridge, Wind River, San Carlos, Fort Belkap

Timber — Menominee, Red Lake, Yakima, Quinault, White Mountain

Recreation — White Mountain, Mescalero Apache, Eastern Cherokee

Urban Developments — Salt River, Gila River, Fort McDonell, Nisqually, Isleta Pueblo

Third Week — Suggested Readings

Irrigation project, Colorado River Indian Reservation, Hearing on S. 291. . . . 1919. 27 p.

Leasing of Executive order reservations, hearings . . . on H. R. 9133 (to authorize oil and gas mining leases upon unallotted lands within Executive order Indian reservations). 1926. 114 p.

Same, hearings on H.R. 15621. 1927. 116 p.

PHELPS-STOKES FUND, The Navajo Problem, 1939.

Y4. In8/14: 91-2/91-23 U.S. Congress. 91st. 2nd Session. House of Representatives. **Navajo Indian Irrigation Project, Hearing . . . on S. 203 and H.R. 13001 to amend the act of June 13, 1962, with respect to the Navajo Indian Irrigation Project . . .** Washington, D.C.: GPO, 1970, 37 p.

The teacher can get overall Economic Development Plans and Ten Year plans drawn up by the Bureau of Indian Affairs for each tribe over a forty year program from the Department of the Interior library. The basic reference work for ordering these reports is: **Economic Development of American Indians and Eskimos, 1930 through 1967 A Bibliography,** Compiled by Departmental Library, Department of the Interior, Bureau of Indian Affairs, Washington, D.C. September 1968, Bibliography Series No. 10.

CONTEMPORARY ISSUES OF THE AMERICAN INDIAN—WINTER QUARTER

Fourth Week

Questions of Tribal Development

This week begins a series of in-depth study of selected Indian tribes and their problems in community and economic development. The teacher can substitute local tribes or tribes in a neighboring state to bring the subject matter closer to the students. The tribes that are suggested here are taken as typical and in some cases extreme examples of problems that occur in Indian Affairs with respect to the development of Indian natural resources.

0021

Black Mesa – Navajo

The first concentration will be on the problem of developing resources in the energy field. Black Mesa seems to be the most typical example of this problem and since many people have heard of the problem here, using Black Mesa as a case study will assist the teacher in making the course correspond to some of the questions being raised by activists, conservation groups, and Indian groups.

Crow and Northern Cheyenne

These problems are headline material and care should be taken to get both sides of the story from the two different Indian views on this subject matter so that the course does not appear to favor one side or another.

The week's lectures are figured on a three class, one hour per class basis and discussion of strip-mining should take up all the time during this week.

Fourth Week – Suggested Readings

We suggest that the teacher use the earlier Bureau of Indian Affairs reports on the potential for development of these reservations. These reports are either Overall Economic Development Reports or the Ten Year Plans.

In addition, the teacher should check the **Reader's Guide to Periodical Literature** for the latest articles on these problems. AKWESASNE NOTES and WASSAJA would be other sources for this week's materials. Since the subject matter is very contemporary we can only suggest that the teacher develop whatever materials he or she can find currently available. It is useless to attempt to direct the preparation of materials for a subject of this type.

CONTEMPORARY ISSUES OF THE AMERICAN INDIAN – WINTER QUARTER

Fifth Week

Questions of Tribal Development

This week continues the in-depth development of the discussion of tribal natural resources. The concentration, in this week, will be on the development of water resources. Instead of concentrating on the use of water for irrigation purposes we will cover the use of water for innovative and futuristic purposes. The programs of the Lummi tribe in western Washington and the Pyramid Lake tribe in Nevada will be studied. These tribes are using their water resources to develop salt and fresh water fish farms and the principles which they are developing will provide additional areas for tribal development in the future.

Lummi Aquaculture

A short history of the Lummi tribe with an emphasis on the traditional life-style of the Lummis as fishermen will be covered. The various types of economic development attempted by the Bureau of Indian Affairs on the Lummi reservation will be discussed. The recent development of an aquaculture, its potential and problems, and the ideas for development of food sources will be covered.

Pyramid Lake Aquaculture

A short history of the Pyramid Lake tribe will be covered from the development of the Newlands Project in the 1900's which began the confiscation of Indian water. The special problems involved in developing a desert lake-water resource will be covered. The lectures will conclude with a discussion of the current situation and how the Paiutes are doing.

Fifth Week – Suggested Readings

The teacher should write to the tribes involved for information on their projects if he or she plans to cover these topics in depths. Both tribes have extensive files and articles on their projects and would be happy to send materials to Indian Studies Course concerned. The addresses are:

Lummi Tribal Council
Marietta, Washington

Pyramid Lake Paiute Tribal Council
Nixon, Nevada

CONTEMPORARY ISSUES OF THE AMERICAN INDIAN – WINTER QUARTER

Sixth Week

The Question of Religious Conflict in Economic Development

An important, and perhaps uniquely Indian, dimension of economic development is that of religious controversy. Ordinary considerations in the field of economic development relate to exploitation of energy resources, determination of income production, zoning and land use, comparative land use, and use of resources in sustained yield programs. Additional problems of management, administration, employment, and subsidy in start-up seem to occupy the ordinary considerations of economic ventures.

For the American Indian, however, the religious significance of land overrides these other considerations to a varying degree. Religious concern for tribal lands may in fact be a factor in determining the amount or degree of assimilation of tribal members. In nearly every tribe, therefore, proposed economic developments of tribal resources often clash with a segment of the tribe in its traditional consideration of the religious dimension of the tribal lands and sacred places. Today there have been a number of problems that have served to highlight this unique dimension of Indian life. The recent restoration of Blue Lake to the people of Taos Pueblo serves to illustrate this problem of the religious side of economic development.

The instructor should take this week to review the previous discussions of economic development and the events and incidents of the historical survey of the first quarter. Black Mesa, Blue Lake, the taking of the Black Hills and the Pueblo Lands controversy should all be reconsidered in the light of this topic. The students should be encouraged to see all of these problems as basically religious problems aside from their economic or political considerations and determine how the Indian traditional arguments could best be presented to a society that cannot view land as a religious entity.

A variety of source materials can be used to emphasize this topic but the topic lends itself perfectly to presentations by traditional Indians of neighboring tribes and their contemporary interpretation of this aspect of Indian life. The instructor would be well advised to use this week as a time for presentations by tribal medicine men, traditional Indian leaders or Indians who are grappling with this issue in tribal affairs. A panel of differing viewpoints may serve to highlight the types of controversies that exist inside the Indian community on this point and the very real and valid considerations that each group of Indians must make with respect to this topic.

CONTEMPORARY ISSUES OF THE AMERICAN INDIAN – WINTER QUARTER

Seventh Week

Questions of Human Development – A History of Indian Education

The remainder of the quarter will be devoted to the discussion of the development of human resources and the problems encountered by Indian communities. The first topic will be education and two weeks will be devoted to this subject. The first week will cover the history of Indian education from the beginnings of federal and private involvement until 1960. The importance of this week's lectures will be that the student is given a full and adequate understanding of the history of Indian education and the ideologies that have dominated Indian education from the earliest days forward. By understanding the fluctuations that have occured in Indian education the students will be better able to judge recent developments in the field of Indian education in a historical perspective.

Seventh Week – Suggested Readings

Beatty, Willard W. and Associates, **Education for Cultural Change.** Bureau of Indian Affairs, Washington, D.C., 1953.

Blauch, Lloyd E., **Educational Service for Indians,** Advisory Committee on Education Staff Study No. 18, Washington: U.S. Government Printing Office, 1939.

——Education Bureau . . . Indian education and civilization; a report prepared in answer to Senate resolution of Feb. 23, 1885, by Alice C. Fletcher, under direction of the commissioner of Education. 1888. 693 p. (48th Congress, 2nd Session. Senate Ex. doc. 95). Serial 2264

0023

——Indian Bureau . . . Report relating to care of Indians in sectarian and denomination schools. 1905. 63 p. (58th Congress, 3rd Session. Senate Document 179). Serial 4766

Joseph, Alice, Rosamond Spicer, and Jane Chesky. **The Desert People,** Chicago: University of Chicago Press, 1949.

Meriam, Lewis and Associates. **The Problem of Indian Administration,** Baltimore: The Johns Hopkins Press, 1928.

NATIONAL ADVISORY COMMITTEE ON EDUCATION. Federal Relations to Education, 1931.

Beatty, W. W., **The Federal Government and the Education of Indians and Eskimos,** 7 Jour. Negro Education, No. 3, July 1938.

Gates, Merrill E., **Address on Land and Law as Agents in Educating Indians,** (1886) 21 AM.J. SOC. SCI. 112.

73rd Congress, 2nd Session, Sen. Rept. No. 511, (S. 2571) Report on Johnson-O'Malley Bill for federal-state cooperation in education, social welfare, etc. of Indians.

Thompson, Hildegard, "Education Among American Indians: Institutional Aspects." **The Annals of the American Academy of Political and Social Science,** 311:95-104, May 1957.

CONTEMPORARY ISSUES OF THE AMERICAN INDIAN – WINTER QUARTER

Eighth Week

Questions of Human Development – Contemporary Education

The lectures should be designed to cover the movement toward higher education during the 1960's, Head Start programs and other educational programs of the War on Poverty, and the increase of Indians in the educational system. The Kennedy Hearings and the Havighurst Study should be covered in order that the students see the types of inquiry being directed toward the field of Indian Education. In particular the survey of Indian educational research done by Brewton Berry for Havighurst should be covered so that the students get the flavor of the types of educational research done on Indians from a historical perspective. Finally the movement toward Indian control of institutions should be covered with some attention being paid to Rough Rock, Navajo Community College, the Coalition of Indian Controlled School Boards and the American Indian Consortium on Higher Education.

Eighth Week – Suggested Readings

Coleman, James S. and others, **Equality of Educational Opportunity,** Washington, D.C.: U.S. Government Printing Office, 1966.

Coombs, L. Madison, **Doorway Toward the Light.** U.S. Department of the Interior, Bureau of Indian Affairs, 1962. The Story of the Special Navajo Education Program.

Havighurst, Robert J., "Education Among American Indians: Individual and Cultural Aspects." **The Annals of the American Academy of Political and Social Science,** 311:105-115, May 1957.

——"Some Light on the Adjustment of Indian Children." **Journal of American Indian Education,** 4:26-29, January 1965.

Y4.L11/2:91-1/In2/5/v.1, U.S. Congress. 91st. 1st Session. Senate. **The Education of American Indians, a compilation of statutes,** October, 1969. Vol. 1. Washington, D.C.: GPO, 1969. 24p.

Y4.L11/2:91-1/In1/4, U.S. Congress. 91st. 1st Session. Senate. **The Education of American Indians, a survey of the literature** . . . Washington, D.C.: GPO, 1969. 121 p.

Y4.L11/2:91-1/In2/5/v.2, U.S. Congress. 91st. 1st Session. Senate. **The Education of American Indians. field investigation and research reports . . . October 1969. v.2,** Washington, D.C.: GPO, 1969. 251 p.

0024

Y4 L11/2:91-1/In2/5/v.3. U.S. Congress. 91st. 1st Session. Senate. **The Education of American Indians, a compendium of federal boarding school evaluations, prepared for the Subcommittee on Indian Education of the Committee on Labor and Public Welfare, United States, November 1969,** vol. 3., Washington, D.C.: GPO, 1969. 432 p.

9' 2:H. Doc. 363. U.S. Congress. 91st. 2nd Session. House of Representatives. **Recommendations for Indian Policy, Message from the President of the U.S. . . .** July 8, 1970. (Washington, D.C.: GPO 1970). 12p.

CONTEMPORARY ISSUES OF THE AMERICAN INDIAN -- WINTER QUARTER

Ninth Week

Questions of Human Development -- Housing and Unemployment

This week's lectures would be devoted to an understanding of the areas of housing and unemployment. The areas belong together because many of the self-help and tribal housing programs are based upon minimum payment schedules for people accepting the housing. The problem of having an income sufficient to qualify for new housing makes it a natural for combination with employment problems.

Housing

Approximately one lecture should be devoted to housing programs. The teacher will have to select from out of a multitude of government reports those housing articles and reports that he or she feels best covers the subject. The teacher is reminded that the reservations had NO houses when they were first established and so the Indian housing programs of the 1960's and 1970's are really the first time in history that a sustained housing program has been available to Indians.

Unemployment

Some of the emphasis should be placed on the history of Indian employment in the past so that students can understand the historic lack of employment opportunities on the reservations. Some of the traditional employment found in earlier days for reservation residents was as freighters of annuities, farmers, hunters, fishermen. These jobs changed and migrant labor was a large source of income for many tribes during the first decade of reservation life. During the Depression, the Civilian Conservation Corps provided many of the tribes with a steady source of income.

Today, the unemployment problem can be seen in the successes and failures of some of the tribes to provide jobs for their people. The Fairchild plant at Shiprock, the Fish-hook factory at Pine Ridge, the electronics factory at Yankton should be discussed. The teacher might also concentrate on the employment programs of the Coeur d'Alenes or the Red Lake Chippewa might be good topics to cover.

Ninth Week -- Suggested Readings

To authorize deposit and expenditure of various revenues of Indian service as Indian monies, proceeds of labor, report to accompany S. 3929 . . . 1926. 6 p. (69th Congress, Senate report. 630).

Y4.Ap6/2:87-2/In2/3/962. U.S. Congress, 87th. 2nd Session. Senate. **Federal facilities for Indians, report .** Committee on appropriations, U.S. Senate. Washington, D.C.: GPO, 1963. 29 p.

Yr.Ap6/2:88-1/In2/3/964. U.S. Congress, 88th. 1st Session. Senate. **Federal facilities for Indians, report . . .** Committee on appropriations, U.S. Senate. Washington, D.C.: GPO, 1964. 25 p.

U.S. Department of Housing and Urban Development. Low Income Housing Demonstration Program. **Report on the transitional housing experiment Rosebud Indian Reservation,** Washington, D.C., GPO, 1970. 43 p.

Striner, Herbert E., "Toward a Fundamental Program for the Training, employment and economic equality of the American Indian," a reprint of a paper from **Federal Programs for the Development of Human Resources** submitted to the Subcommittee on Economic Progress of the Joint Economic Committee, Pt. II. **Manpower and Education,** Kalamazoo, Michigan, the W. E. Upjohn Institute for Employment Research, 1968. V. 293-326 pp.

Questions of Human Development -- Health, Alcohol and Family Disintegration.

This week s lectures will conclude the second quarter of the year's course. In this week the teacher will concentrate on the social problems that arise because of poor health, alcoholism and family disintegration which is inevitably tied in. Since these problems are secondarily related to unemployment, lack of education, and other well-known indices of social misadjustment, they should be covered in a factual manner if at all possible with some effort made to relate them to the other work covered during the quarter as symptoms rather than as basic causes of social and community disorder.

The teacher can decide for himself or herself how much attention should be paid to alcoholism since it is a subject that still creates a lot of hostility due to stereotypes of Indians held by whites. With respect to health problems we have relied primarily upon the government reports but encourage the teacher to use whatever local materials are available including a possible field trip to a reservation or urban Indian center to talk with Indian people about their solutions to these problems.

Tenth Week -- Suggested Readings

NATIONAL TUBERCULOSIS ASSOCIATION, Tuberculosis among North American Indians . . . 1923. 101 p.

——Peyote, an abridged compilation from the files of the Bureau of Indian Affairs, prepared by R. E. L. Newberne . . . Chilocco, Oklahoma, Chilocco Indian agricultural school. 1923. 45 p.

U.S. Department of Health, Education & Welfare, Division of Indian Health. **The Indian Health Program of the U.S. Public Health Service,** Washington, D.C.: GPO. 1969.

U.S. Department of Health, Education & Welfare, Public Health Service **Annual Statistical Review, Indian Health Service,** Washington, D.C.: GPO. 1969 and subsequent years.

U.S. Department of Health, Education aand Welfare, Public Health Service, **Suicide Among the American Indians,** two workshops, Aberdeen, S.D., September 1967; Lewiston, Montana, November 1967 (Publication No. 1903: National Clearinghouse for Mental Health Information) Washington, D.C.: GPO. 1969.

——Conferring jurisdiction on district courts over Osage Indian drug and liquor addicts. House Report No. 740, 74th Cong. 1st. Sess. 1935.

——Old Age Pensions for Indians, Hearings on S. 3293, 74th Cong. 1st Sess. 1935.

SPRING QUARTER

First Week

Indian Re'.gion — Historical and Contemporary

This quarter's work will be devoted to covering as many of the cultural values of the American Indian community as possible. The work b' gins with the concept of Indian religion, traditional and contemporary because so much of the rest of the subject matter is related to Indian religious beliefs and values. The teacher should be aware that a mountain of material exists on Indian religious beliefs, ceremonies and practices and that the bibliography presents a capsule view of the high ights of the subject matter. Wherever possible the format should include use of materials that concern local or nearby tribes rather than leaving the subject as a general proposition of "religion."

The week's lectures should cover traditional religious matters in one lecture, the Native American Church and other recent movements in Indian religions including, perhaps, some mention of the place of missionaries in contemporary life, and the third should be devoted to a discussion of the place of religion in the events and issues of the day. In that way the students will begin to understand the strengths and weaknesses of today's Indian world.

First Week — Suggested Readings

Alexander, Hartley Burr, **The World's Rim: Great Mysteries of the North American Indians,** Lincoln: University of Nebraska Press, 1967.

Brown, Joseph Epes, **The Sacred Pipe,** University of Oklahoma Press, 1953.

Deloria, Vine, Jr., **God Is Red,** Grosset and Dunlap, 1973.

Hurdy, John Major, **American Indian Religions,** Los Angeles: Sherbourne Press, 1970.

LaBarre, Weston, **The Peyote Cult,** Hamden, Conn., Shoestring Press, 1964.

Lame Deer, John and Erdoes, Richard, **Lame Deer Seeker of Visions,** Simon and Schuster, 1973.

Landes, Ruth, **Ojibwa Religion and the Midewiwin,** Madison: University of Wisconsin Press, 1968.

Mooney, James, **The Ghost Dance Religion,** Chicago: University of Chicago Press, 1965.

Neihardt, John G., **Black Elk Speaks,** University of Nebraska Press, 1932.

Powell, Peter J., **Sweet Medicine,** 2 vols., Norman: University of Oklahoma Press, 1969.

Radin, Paul, **Primitive Man as Philosopher,** New York: Dover Publications, 1957.

Underhill, Ruth, **Red Man's Religion,** Chicago: University of Chicago Press, 1965.

Waters, Frank, **The Book of the Hopi,** Swallow Press, 1963.

CONTEMPORARY ISSUES OF THE AMERICAN INDIAN – SPRING QUARTER

Second Week

Indian Art

A week's lectures should be devoted to Indian art and the subject matter should be handled as completely as possible. The subject of art should be dismissed from its usual connection with "Crafts" and the various forms of Indian art should be covered. The teacher should be able to present the works of contemporary and immediate past Indian artists as representatives of a field of endeavor that can and should stand as a unique art form similar to the art forms of the Europeans. There should be no hesitancy in speculating on the meanings and messages of the Indian artists or in drawing the students into discussions concerning the relative art forms of different tribes and different parts of the nation in either a comparative or parallel manner.

If the teacher desires to include one of the lectures as covering sculpture it should be encouraged. However the warning with respect to this subject matter is that Indian art has not been appreciated as a true art form because it has too often been linked with crafts and sale of goods to tourist. Therefore the week's discussions and lectures should begin with the heavy emphasis that Indian art is equal to or more significant than other forms of art.

Second Week – Suggested Readings

Boas, Franz, **Primitive Art,** New York: Dover Publications, 1955.

Dockstader, Frederick J., **Indian Art in America: The Arts and Crafts of the North American Indians,** Greenwich, Conn., The New York Graphic Society, 1960

Douglas, F. H. and D'Harnoncourt, Rene, **Indian Art of the United States,** New York: Museum of Modern Art, 1941.

U.S. Department of the Interior, Indian Arts and Crafts Board, Institute of American Indian Arts, **Native American Arts 1: Institute of American Indian Arts,** Washington, D.C.: GPO, 1968.

U.S. Department of the Interior, Indian Arts and Crafts Board, Institute of American Indian Arts, **Native American Arts 2, Graphic Arts of the Alaskan Eskimo,** Washington, D.C.: GPO, 1969.

Wingert, Paul S., **American Indian Sculpture,** New York: J. J. Augustin, 1949.

——To promote the development of Indian arts and crafts and create a board to assist therein. Hearings on S. 2203, Senate Report No. 900 74th Cong. 1st. Sess. 1935.

CONTEMPORARY ISSUES OF THE AMERICAN INDIAN – SPRING QUARTER

Third Week

Indian Music and Dance

This subject matter can be handled in any number of ways. Indian music should include traditional music and contemporary music that is important in the movement for reform. Therefore, perhaps the best way to break the three lectures down would be to devote the first two periods of class to traditional music and dance and devote the last session to contemporary music and its meaning to Indians today.

In the general bibliography, there will be found a list of records of traditional music of many of the tribes. Teachers are encouraged to make maximum use of records in classroom meetings so that the class can understand the nature of Indian music and hear a substantial number of songs from a variety of tribal backgrounds. Therefore, for this week's sessions the class periods might be lengthened or the class might meet at an audio-visual lab and devote several hours to listening to records of Indian songs before much class discussion is held.

0028

The subject of contemporary music is very important because it forms an invisible national bond among diverse groups of Indians. Records by Paul Ortega, Buffy St. Marie, Floyd Westernman, Red Bone, Peter LaFarge and others are readily obtainable and should be used. There are also records of different tribes singing Christian hymns. Since a substantial number of Indians are Christians, it might not be a bad idea to use at least one of these records to demonstrate the vitality of Indian languages in being able to convey religious meaning from another culture.

Third Week – Suggested Materials

Records:

American Indian Dances Folkways Records 701 Seventh Avenue New York, New York 10036	various tribal dances and songs
Apache Library of Congress Music Division Washington, D.C. 20540	Apache songs
California Indian Songs Barr Films P.O. Box 7-C Pasadena, California 91104	Yokut songs
Eskimo Music of Alaska and the Hudson Bay Folkways Records	Eskimo music and songs
Music of the Pueblos, Apache and Navajo Taylor Museum Colorado Springs Fine Arts Center Colorado Springs, Colorado 80901	songs of these tribes
North American Indian Songs Bowmar Records, Inc. 622 Rodier Drive Glendale, California 91201	a variety of tribal songs
Pueblo Songs of the Southwest Indian House P.O. Box 472 Taos, New Mexico 87571	well-known record

CONTEMPORARY ISSUES OF THE AMERICAN INDIAN – SPRING QUARTER

Fourth Week

Films by and about Indians

Motion pictures form a more permanent image of the Indian than any other form of communication. It is important that the students see the image of Indians in film and become aware of the many Indian film-makers who are now beginning to make movies about the conditions of Indians. One lecture should be devoted to the image of Indians in representative movies of the past and to the manner in which these images have formed attitudes about Indians in the minds of the general public.

One session can be devoted to showing some representative movies or to seeing excerpts of movies about Indians. Cooperation can be gained from film distributors and sometimes from the motion picture companies themselves but this type of program would necessarily involve colleges and universities in California.

0029

One session should be devoted to current movies made by amateurs or young Indians about Indian conditions. The Survival of American Indians Association, for example, has an excellent movie about the fishing rights struggle and other groups are beginning to make movies about their problems. Some of these movies should be shown to the students and they should be encouraged to analyse the methods, messages and techniques used by film-makers to get their message across.

Fourth Week – Suggested Readings

Friar, Ralph and Natasha, **The Only Good Indian . . . The Hollywood Gospel,** Drama Book Specialists, New York, 1972.

This book is the best treatment of the subject matter and should be considered as a text for this course since it covers more than the movies and is an excellent social commentary on Indian-white relations.

FILM BIBLIOGRAPHY FROM: Klein, Barry T.**Reference Encyclopedia of the American Indians,** Second Edition, Volume I, Todd Publications, Rye, N.Y. 1973, pp. 267-283.

Visual and Instructional Aids

Included here are listings of sources for related films, recordings, picture sets and maps, etc. Entries are arranged by name or title of item. Source address is listed directly below.

FILMS, FILMSTRIPS, AND SLIDES

ACORNS
University of California Extension Media Center
2223 Fulton St.
Berkeley, Calif. 95720

A film on the gathering and storing of acorns and their processing into acorn mush, a staple food of the Pomo Indians. Includes scenes showing original primitive methods. 1962. 28 minutes, color.

ALASKA: NATIVE ALASKA
National Educational Television
A-V Center
Indiana University
Bloomington, Ind. 47405

Discusses some of the problems confronting the Eskimos and Indians since the appearance of the white man. 29 minutes, black and white.

THE ALASKAN ESKIMO
Walt Disney Educational Materials Co.
800 Sonora Ave.
Glendale, Calif. 91201

A look at the Eskimo people, who migrated from Siberia before Columbus discovered the New World — their village and summer activities. 1957. 27 minutes, color.

ALTARS OF SAND
University of Arizona
Radio/TV Bureau
Tucson, Ariz. 88710

Harrison Begay, Navajo artist, forms intricate patterns with varicolored sands; explains their significance in Indian religion and love, 1965. 19 minutes,color.

AMERICAN INDIANS, Part I and II
Schloat Productions
Pleasantville, N.Y. 10570

Traces the history of the Indian's early settlement, the Europeans coming to his land, his long fight to retain his territory and freedom, the establishment of reservations the consequent degradation of the Indian nations. Two 35 mm filmstrips. Sound and color. 34 minutes. Available for purchase: with record, $40.00; with cassette, $46.00.

THE AMERICAN INDIAN: ***A Study in Depth***
Schloat Productions
Pleasantville, N.Y. 10570

Six filmstrips study American Indian origins, level of civilization, exploitation, traditions, religions, arts and culture. 1969. 35mm, sound and color. 69 minutes. Available for purchase: with record, $90.50; with cassette, $110.00.

AMERICAN INDIAN AS SEEN BY D. H. LAWRENCE
Coronet Instructional Films
65 E. South Water St.
Chicago, Ill. 60601

Aldous Huxley presents selections that reveal Lawrence's deep insights into Indian culture as shown by ritual dances. 14 minutes, color.

AMERICAN INDIAN CULTURES PLAINS AND WOODLAND
Encyclopaedia. Britannica Educational Corp.
425 N. Michigan Ave.
Chicago, Ill. 60611

0030

The habits and customs of three Indian cultures in a series of six filmstrips: **The Boyhood of Lone Raven** (Plains Indians I); **The Manhood of Little Coyote** (Plains Indians II); **The Young Manhood of Quick Otter** (Eastern Woodland Indians I); **The Travels of Quick Otter** (Eastern Woodland Indians II); **Flamingo, Princess of the Natchez** (Southern Woodland Indians I); **The Journey of the Flamingo Princess** (Southern Woodland Indians II). Color. Each filmstrip, $6.00: series of six, $36.00.

AMERICAN INDIANS OF TODAY
Encyclopaedia Britannica Educational Corp.
425 N. Michigan Ave.
Chicago, Ill. 60611

Studies Indians on and off their reservations — their homes, work, problems and prospects for the future. 16 minutes, color and black and white.

THE ANNANACKS
National Film Board of Canada
1251 Ave. of the Americas
New York, N.Y. 10020

Traces history of Eskimos living in and around George River on Hudson Bay; describes founding of Indian co-op for logging, sawmill, fishing, small boat building. 1962. 60 minutes, color.

THE APACHE INDIAN
Coronet Instructional Films
65 E. South Water St.
Chicago, Ill. 60601

Shows the scenic beauty of the native territory, tribal functions and ceremonies, including a puberty ceremonial and a devil dance. 11 minutes, color.

APACHE LOVED DANCE
Association/Sterling Films
600 Madison Ave.
New York, N.Y. 10022

1950. Ten minutes, black and white.

THE APACHE TODAY
RMI Educational Films, Inc.
4916 Main St.
Kansas City, Mo. 64112

A filmstrip concerning the 10,000 Apache Indians living on four reservations in New Mexico and Arizona. Film shows tribal ceremonies and councils, school and hospital facilities, farming, industry, housing conditions and economic factors. 1970. 35 mm. sound Color. Produced by J. Donald McIntyre Productions, Inc. Available for purchase, $15.00.

ART PATTERNS OF THE NORTHWEST COAST INDIANS
Starling Studios
604 University St.
Seattle, Wash. 98101

Illustrates the differences in artistic and cultural accomplishment among the tribal groups. 1955. 16 minutes, color.

ARTS AND CRAFTS OF THE SOUTHWEST INDIANS
Santa Fe Film Bureau
Santa Fe General Office Bldg.
Amarillo, Texas 79101
Part I deals with the nomadic Navajos and the production of jewelry and rugs; Part II describes the arts and crafts of the Pueblo tribes, specifically Zuni silverwork, basketry and pottery. 1953. 16 mm. Sound. 22 minutes.

ATTIUK
Canadian Broadcasting Corp.
354 Jarvis St.
Toronto, 5, Canada

Shows the Montagnais Indians enroute to the edge of the tundra in search of caribou, noting the primitive mystique of the hunt and the story of the drum dance. 1960. 28 minutes, black and white.

THE BALLAD OF CROWFOOT
Contemporary/McGraw-Hill
1221 Ave. of the Americas
New York, N.Y. 10020

Recalls some tragic incidents in which the Indian people suffered as a result of the coming of the white man. Illustrations and photographs. Words and music of the song are by Willie Dunn. 10 minutes 18 seconds, black and white. $80.00.

BASKETRY OF THE POMO
University of California Extension Media Center
2223 Fulton St.
Berkeley, Calif. 95720

Introduces this art, shows women gathering, preparing and using their materials. 30 minutes, color.

BECAUSE THEY ARE DIFFERENT
National Film Board of Canada
1251 Ave. of the Americas
New York, N.Y. 10020

Problems of integrating Indian children into non-Indian schools. 1964. 28 minutes, black and white.

BIG POW-WOW AT GALLUP
Modern Talking Picture Service
1212 Ave. of the Americas
New York, N.Y. 10020

Shows the annual Inter-Tribal Indian Ceremonial held at Gallup, New Mexico, and notes tribal customs, folk habits, cultural patterns. 18 minutes, color.

BLUNDEN HARBOR
CCM Films, Inc.
34 MacQuesten Parkway S.
Mt Vernon, N.Y. 10550

0031

A film on the Kwakiutl Indians, who sustain themselves by fishing; recounts the legend of the killer whale. 20 minutes, black and white.

BOY OF THE NAVAJOS
Coronet Instructional Films
65 E. South Water St.
Chicago, Ill. 60601

Emphasis on the teen-age son of an Arizona Navajo family; shows him tending sheep, and on a journey to a trading post to sell handmade items. 11 minutes, color.

BOY OF THE SEMINOLES
Coronet Instructional Films
65 E. South Water St.
Chicago, Ill. 60601

A picture of life in the Florida Everglades. 11 minutes, color and black and white.

BUCKEYES
University of California Extension Media Center
2223 Fulton St.
Berkeley, Calif. 95720

Shows the original methods of preparing chestnuts, a traditional food of the Northwest Indian. 13 minutes, color.

CALUMENT, PIPE OF PEACE
University of California Extension Media Center
2223 Fulton St..
Berkeley, Calif. 95720

The legends, uses and origins of tobacco; how to fashion a pipe, with a description of the traditional powers ascribed to the peace pipe. 23 minutes, color.

CEREMONIAL PIPES
University of Oklahoma Educational Materials Sources
Norman, Okla. 73069

Specimens of pipes, presentation of the Ceremonial of the White Buffalo Maiden. 16 minutes, color.

CHARLEY SQUASH GOES TO TOWN
Learning Corporation of America
711 Fifth Ave.
New York, N.Y. 10022

An animated satire "that resists the idea that it is the manifest destiny of Indian boys and girls to follow the advice of well-meaning Indians and whites, to work hard at school, and in society to be like everybody else." Conceived by Duke Redbird, a young Cree Indian. Five minutes. 16 mm, color. $100.00. Rental, $15.00.

CHEYENNE AUTUMN
CCM Films, Inc.
34 MacQuesten Parkway S.
Mt. Vernon, N.Y. 10550

Deals with mistreatment of Indians, with a plea for tolerance. 156 minutes, color.

THE CHEYENNE AUTUMN TRAIL
Contemporary/McGraw-Hill Films
1221 Ave. of the Americas
New York, N.Y. 10020

The chief retraces the history of his homeland for two young members of the tribe. 13 minutes, color.

CHILDREN OF THE PLAINS INDIANS
Contemporary/McGraw-Hill Films
1221 Ave. of the Americas
New York, N.Y. 10020

Shows the daily activities of the Plains Indians ca. 1750; thoughts and feelings of a representative Indian child. 18 minutes, color.

THE CIBECUE WATERSHED
Information Office
Bureau of Indian Affairs
Room 138
1951 Constitution Ave., N.W.
Washington, D.C. 20242

Shows the steps taken to improve methods in watershed management on the Fort Apache Reservation, Ariz., including water use, livestock, irrigation, forest and recreation. 16 mm. Sound and color. 22 minutes. Available for loan to schools, churches, civic and other organizations in the Washington, D.C., Metropolitan area.

CLUES TO ANCIENT INDIAN LIFE
AIMS Instructional Media Services, Inc.
P.O. Box 1010
Hollywood, Calif. 90028

Using ancient drawings and paintings, the film delineates the art and communication of primitive man. 1962. Sound. 16mm, color. 11 minutes. Available for rental, $15.00 for one to three days; and for purchase, $130.00.

COMPARATIVE CULTURES
Stephen Bosustow Productions
1649 Eleventh St.
Santa Monica, Calif. 90404

Two filmstrips study the contemporary culture of the Navajo Indians. Accompanied by record or cassette sound. 1969. Color. Available for purchase, $58.00.

CONTEMPORARY INDIAN AND ESKIMO CRAFTS OF THE UNITED STATES
Tipi Shop, Inc.
Box 1270
Rapid City, S.D. 57701

A slide kit containing 74 color 35 mm slides illustrating distinctive craft forms created by con-

0032

temporary native American craftsmen of the United States. A lecture text is included. 1970. 45 minutes. Available for purchase, $50.00.

CONTEMPORARY SIOUX PAINTING
Tipi Shop, Inc.
Box 1270
Rapid City, S.D. 57701

A slide kit containing 77 color 35 mm slides illustrating the historic development of the unique and expressive forms of painting created by Sioux artists during the past 200 years. A lecture text is included. 1972. One hour, 10 minutes. Available for purchase $50.00.

CUSTER TO THE LITTLE BIG HORN
Contemporary/McGraw-Hill Films
1221 Ave. of the Americas
New York, N.Y. 10020

Background of the battle, personality of Custer, pressure on the government to take over Indian lands. 52 minutes, color.

DANCES OF THE KWAKIUTL
CCM Films, Inc.
34 MacQuesten Pkwy. S.
Mt. Vernon, N.Y. 10550

Ten minutes, black and white.

THE DAWN HORSE
Stanton Films
7934 Santa Monica Blvd.
Los Angeles, Calif. 90046

This film, narrated by Jay Silverheels, reveals the subtle meanings behind American Indian music and verse. 1972 16mm, color. 18 minutes. Three day rental, $16.00; weekly rental, $24.00. Available for purchase, $200.00.

DREAM DANCES OF KASHIA POMO
University of California Extension Media Center
2223 Fulton St.
Berkeley, Calif. 95720

Women perform five dances expressing contemporary native beliefs and reflecting recent influences, including Christianity and World War II. 30 minutes, color.

ENCOUNTER WITH SAUL ALINSKY,
PART 2: ***Rama Indian Reserve***
National Film Board of Canada
1251 Ave. of the Americas
New York, N.Y. 10020

A film in which young, articulate Indians test their inherent, tolerant philosophy against the more pragmatic ideas of Saul Alinsky. The Indians argue for a revision of the hundred-year-old Indian Act by peaceful persuasion. Alinsky advocates more direct development of power to bring about the changes they seek. 32 minutes, black and white. $200.00.

END OF THE TRAIL
Contemporary/McGraw-Hill Films
1221 Ave. of the Americas
New York, N.Y. 10020

52 minutes, black and white.

ESKIMO ARTS AND CRAFTS
Contemporary/McGraw-Hill Films
1221 Ave. of the Americas
New York, N.Y. 10020

Includes clothing and songs of Baffinland. 1964. 21 minutes, color.

ESKIMO ARTIST: ***Kenojuak***
Contempoary/McGraw-Hill Films
1221 Ave. of the Americas
New York, N.Y. 10020

A wife and mother, Kenojuak sketches her designs at night for lithographic reproduction at the Cape Dorset Cooperative Art Center; draws her inspiration from legend, and the beauty of the Arctic. 20 minutes, color.

ESKIMO FAMILY
Information Office
Bureau of Indian Affairs
Room 138
1951 Constitution Ave., N.W.
Washington, D.C. 20242

Presents a picture of Eskimo family life, during the journey to spring hunting grounds, at the camp site, trading post, and town — in view of the Eskimo's increasing contact with the world. 16mm. Sound. 17 minutes. Available for loan to schools, churches, civic and other organizations in the Washington, D.C., metropolitan area.

THE ESKIMO IN LIFE AND LEGEND
Contemporary/McGraw-Hill Films
1221 Ave. of the Americas
New York, N.Y. 10020

22 minutes, color and black and white.

ESKIMO RIVER VILLAGE
Northern Films
Box 98, Main Office Station
Seattle, Wash. 98111

Shows Sleetmute home, school, church, social and business life, against background of climate and geography. 16 minutes, color.

THE EXILES
Contemporary/McGraw-Hill Films
1221 Ave. of the Americas
New York, N.Y. 10020

A day and night on the Los Angeles Indian "Skid Row" captures the pride of the Indian that persists despite being caught between two cultures. 77 minutes, black and white.

0033

THE FIRST AMERICANS
Information Office
Bureau of Indian Affairs
Room 138
1951 Constitution Ave., N.W.
Washington, D.C. 20242

Describes cultural changes and current programs for today's Indians, with narration by Johnny Batchelder. Color and sound. 17 minutes. Available for loan to schools, churches, civic and other organizations in the Washington, D.C., metropolitan area.

THE FORGOTTEN AMERICAN
Carousal Films, Inc.
1501 Broadway
New York N.Y. 10036

Impoverished alien in his native land, still exploited by the white man, lacking educational and employment opportunities in Navajo, Hopi, Pueblo and Zuni country, in the Indian communities of Los Angeles and Chicago. 25 minutes, color.

THE GAME OF STAVES
University of California Extension Media Center
2223 Fulton St.
Berkeley, Calif. 95720

An ancient Pomo game, a variation of dice.
10 minutes, color.

GERONIMO JONES
Learning Corporation of America
711 Fifth Ave.
New York, N.Y. 10022

A young Indian boy, growing up on the Papago Reservation in Arizona, is caught between two worlds: 20th Century white civilization and his pround heritage. Directed by Bert Salzman, 1970. 21 minutes, color, sound. 16mm. Rental, $20.00; Sale, $240.00.

GLIMPSE OF THE PAST
National Educational Television
A-V Center
Indiana University
Bloomington, Ind. 47405

In a film on archaeologists' activities, exhibits and dioramas describe how prehistoric Indians lived. 10 minutes, color.

THE GLORY TRAIL: NIGHT WARRIORS
National Educational Television
A-V Center
Indiana University
Bloomington, Ind. 47405

Dramatizes the Battle of the Little Big Horn, the Sand Creek Massacre; points out that the white man is indebted to the Indian for much agricultural, military and political knowledge. 30 minutes, black and white.

GRAND CANYON: ***A Journey with Joseph Wood Krutch***
Encyclopaedia Britannica Educational Corp.
425 N. Michigan Ave.
Chicago, Ill. 60611

A picture of Krutch's journey by mule-back to the Grand Canyon, and of a voyage by John Wesley Powell down the Colorado River to visit the Havasupai Indians. 50 minutes, color.

HAIDA CARVER

Shows a Haida Indian artist on the Pacific Coast of Canada shaping miniature totems from argillite, a soft, dark slate. 1964. 12 minutes. Color. Available from: National Film Board of Canada, 1251 Ave. of the Americas, New York, N.Y. 10020; and International Film Bureau, Inc., 332 S. Michigan Ave., Chicago, Ill. 60604. Rental, $12.50; for purchase, $150.00

HANDS OF MARIA
Colvin Productions, Inc.
1105 Truman Rd.
Kansas City, Mo. 64102

The famed potter explains some age-old pottery techniques and some of her own pottery. Filmed at San Idelfonso Pueblo. 15 minutes, color.

HOPI HORIZONS
National Educational Television
A-V Center
Indiana University
Bloomington, Ind. 47405

Explains the difficulties of life on the desert, especially with government controls, and shows the Hopi as farmer, herder, craftsman, trader; urges the Indian be given a place in American society. 21 minutes, color.

HOPI KACHINAS
ACI Films, Inc.
35 W. 45th St.
New York, N.Y. 10036

Shows the carving and painting of dolls, and their religious meaning; includes an example of the Hopi butterfly dance. 1961. 10 minutes, color. 16mm, sound. Available for purchase, $130.00.

HOW WE LEARN ABOUT THE PAST
International Film Bureau, Inc.
332 S. Michigan Ave.
Chicago, Ill. 60604

Archaeologists working in Southeastern United States locate and excavate a site, then examine their findings. The final scenes show Indian artifacts uncovered in Georgia. 1968. 16mm, sound. Color. 30 minutes. Rental, $15.00; purchase, $300.00.

0034

HOW THE WEST WAS WON — and — HONOR LOST
McGraw-Hill-Text-Films
1221 Ave. of the Americas
New York, N.Y. 10020

Covers landing of Columbus, the signing of treaties by George Washington and others, the breaking of treaties and removal of the Indian people to desolate areas. From the "Trail of Tears" to the Battle of Wounded Knee. Part II, 25 minutes, color.

HUNGER IN AMERICA
Carousal Films, Inc.
1501 Broadway
New York, N.Y. 10036

Describes poverty of Navajo Indians in Arizona, along with Negro sharecroppers, starving tenant farmers in D.C., and Mexican-Americans in Texas; decries inadequacy of government programs. 1968. 54 minutes, color and black and white.

HUPA INDIAN WHITE DEERSKIN DANCE
Barr Films
P.O. Box 7-C
Pasadena, Calif. 91104

Shows a dance of the Hupa Indians of northwestern California, describing the valuable artifacts used, and the traditional dance pattern and song. 1958. 16mm, sound. Color. 11 minutes. Rental, $12.00; purchase, $120.00.

IN SEARCH OF A CITY
National Educational Television
A-V Center
Indiana University
Bloomington, Ind. 47405

Archaeologists uncover ancient Indian cities, burial grounds, homes of early cliff dwellers in Mesa Verde National Park. 9 minutes, color and black and white.

INDIAN ARTIST OF THE SOUTHWEST
Classroom Film Distributors, Inc.
5610 Hollywood Blvd.
Hollywood, Calif. 90028

Presents the history of American Indian painting, beginning with early petroglyphs, including works of modern artists. 1957. 20 minutes, color.

INDIAN ARTISTS OF THE SOUTHWEST
Encyclopaedia Britannica Educational Corp.
425 N. Michigan Ave.
Chicago, Ill. 60611

Observes Hopi, Zuni, and Navajo Indian artists and craftsmen as they fashion stone and silver ornaments, pottery, woven rugs, and carved kachina dolls. 15 minutes, color. $167.50.

INDIAN ARTS AND CRAFTS
Information Office
Bureau of Indian Affairs
Room 138
1951 Constitution Ave., N.W.
Washington, D.C. 20242

Exhibits products of the Navajo and Pueblo Indians: silver, rugs, baskets, and pottery. 16 mm. Sound and color. 20 minutes. Available for loan to schools, churches, civic and other organizations in the Washington, D.C. metropolitan area.

INDIAN BOY IN TODAY'S WORLD
Coronet Instructional Films
65 E. South Water St.
Chicago, Ill. 60601

Presents a picture of life on the Makah Reservation and shows how the way of life on the reservation is changing as a result of interaction with the world outside — the conflict of Indian and non-Indian cultures. 13 1/2 minutes, color.

INDIAN BOY OF THE SOUTHWEST
Bailey/Film Associates
11559 Santa Monica Blvd.
Los Angeles, Calif. 90025

Describes the daily activities of a Hopi boy in Pueblo and at school; engaged in making pottery and baskets; and notes the preservation of old ways and the adoption of new ones at Sichmovi Village. 15 minutes, color.

INDIAN CANOES ALONG THE WASHINGTON COAST
University of Washington Press
1416 N.E. 41st St.
Seattle, Wash. 98195

This film demonstrates methods and tools used in carving a canoe, with pictures of local Indian life. Produced by Louis Kirk. 1971. 16mm, sound. Color. 18 minutes. Available for rental, $15.00; and for purchase, $150.00.

INDIAN CEREMONIALS
Santa Fe Film Bureau
Santa Fe General Office Bldg.
Amarillo, Texas 79101

Scenes from the annual Indian Ceremonials at Gallup, N.M., including parades, rodeos and dances. 16mm. Sound. 18 minutes.

INDIAN DANCES
Encyclopaedia Britannica Educational Corp.
425 N. Michigan Ave.
Chicago, Ill. 60611

Dances performed by Indian dancer, Two Arrows. 11 minutes, color.

0035

INDIAN DIALOGUE
National Film Board of Canada
1251 Ave. of the Americas
New York, N.Y. 10020

Canadian Indians discuss many problems that cause them concern, particularly the threat to their own culture by the predominant white society. 27 minutes, black and white. $175.00.

INDIAN FAMILY OF THE CALIFORNIA DESERT
Educational Horizons
3015 Dolores St.
Los Angeles, Calif. 90065

A Cahuilla woman recalls a primitive childhood and the adaptation of her people to their environment; their crafts and general life. 1964. 15 minutes, color.

INDIAN FAMILY OF LONG AGO
Encyclopaedia Britannica Educational Corp.
425 N. Michigan Ave.
Chicago, Ill. 60611

A Sioux family recreates 200-year-ago life of the Plains, including a buffalo hunt. 1957. 14 minutes, color and black and white.

INDIAN MUSICAL INSTRUMENTS
University of Oklahoma Educational Materials Sources
Norman, Okla. 73069

A film on the importance of music in Indian life. Shows the making and playing of drums, rattles, fentes and whistles. 1955. 13 minutes, color.

INDIAN RELOCATION: ***Elliot Lake — A Report***
National Film Board of Canada
1251 Ave. of the Americas
New York, N.Y. 10020

An experiment to prepare Indians for city life through a program of vocational and academic education carried out with families who were moved to the town of Elliot Lake in northern Ontario from neighboring reserves. 30 minutes, black and white. $180.00.

INDIAN TIPI
National Educational Television
A-V Center
Indiana University
Bloomington, Ind. 47405

The Indian tipi, its origin, how it is constructed, the meaning of its decoration. 8 minutes, black and white.

237 INDIANS OF AMERICA
Eye Gate House
146-01 Archer Ave.
Jamaica, N.Y. 11435

The origin of the American Indian is explored in this series of nine filmstrips with five accompanying recordings. Tribes studied are: Algonquin, Iroquois, Apaches, Navajos, Seminoles, and others. 1972. Color. $97.00, with cassettes; $95.00, with records.

INDIANS AND BUFFALO
Bowmar Records, Inc.
622 Rodier Dr.
Glendale, Calif. 91201

Package provides two sound filmstrips, a recording, and a teacher's guide. Part one covers the life of the Plains Indians, with paintings of the people and their surroundings, sounds of their language; Part two is the telling of a Cheyenne Indian legend on how the buffalo became subservient to man. Illus. 1971. 35mm, color. 22 minutes. Record edition, $19.99; cassette edition, $21.99.

INDIANS OF CALIFORNIA,
Part I and II

Tells the story of the Indians as they lived before the white man came to the Pacific Coast. Part 1, 16 minutes, deals with village life, including sequences on trading, house-building, basket-making, the making and use of a tule boat, use of a sweat house, and songs and dances. Part II, 14 minutes, deals with Yokuts' ways of making bows and arrows, hunting, preparing food, and telling stories. 1964. Color. Available from National Educational Television, Indiana University, Bloomington, Ind. 47405; and Barr Films, P.O. Box 7-C, Pasadena, Calif. 91104. Rental, $30.00; purchase, $335.00.

INDIANS OF EARLY AMERICA
Encyclopaedia Britannica Educational Corp.
425 N. Michigan Ave.
Chicago, Ill. 60611

A representation of four tribes, for young students: a Sioux buffalo hunt; death and succession of an Iroquois chief; potlatch ceremony of the Pacific Northwest; pottery-making in a Pueblo village. 22 minutes, color.

INDIANS ON PARADE
New Mexico Department of Development
Tourist Division
State Capital
Santa Fe, N.M. 87501

Presents a picture of the Inter-Tribal Indian Ceremonial at Gallup, N.M., in which Indians from over thirty tribes participate each year. Includes the Hoop Dance performed by Tony Whitecloud, and various dance and arts and crafts exhibitions. 16mm. Sound and color. 11 minutes.

INDIANS OF THE PLAINS
Academy Films
800 N. Seward St.
Hollywood, Calif. 90038

0036

Shows encampment, erecting a tipi, the sweat lodge, the medicine lodge where the dance takes place and social grass dance. 1954. 11 minutes, color and black and white.

INDIANS OF THE SOUTHWEST
CCM Films, Inc.
34 MacQuesten Parkway S.
Mt. Vernon, N.Y. 10550

16 minutes, color.

INDIAN VALHALLA
National Educational Television
A-V Center
Indiana University
Bloomington, Ind. 47405

Describes the history and significance of the Battle of Fort Recovery (Ohio); the grievances of settlers and Indians; the role of the British; conditions of the Treaty of Greenville, 1795. 29 minutes, black and white.

INDIAN VILLAGE ARCHAEOLOGY:
The Rediscovery of Ancient Ozette
University of Washington Press
1416 N.E. 41st St.
Seattle, Wash. 98195

This sound filmstrip documents the rediscovery of ancient Ozette by archaeologists, and examines the remarkable and varied artifacts uncovered there. Produced by Louis Kirk. 1971. Color. 15 minutes. Available for purchase, $17.50.

IROQUOIS TRAIL
CCM Films, Inc.
34 MacQuesten Parkway S.
Mt. Vernon, N.Y. 10550

Based on James Fenimore Cooper's "Leather Stocking Tales." 86 minutes, black and white.

ISHI IN TWO WORLDS
Contemporary/McGraw-Hill Films
1221 Ave. of the Americas
New York, N.Y. 10020

Story of the last Yahi known to have spent most of his life in totally aboriginal fashion. 19 minutes, color.

ISLAND OF THE BLUE DOLPHINS
Teaching Film Custodians
25 W. 43rd St.
New York, N.Y. 10036

Introduction to the story about an Indian girl living on an island off the coast of California early in the 19th century. 1965. 20 minutes, color.

JOHNNY FROM FORT APACHE
Encyclopaedia Britannical Educational Corp.
425 N. Michigan Ave.
Chicago, Ill. 60611

Johnny Russell's family must move from the Apache Indian Reservation in Arizona to the city. The problems they encounter in the city, and their adjustment to urban culture. 15 minutes color. $167.50.

KASHIA MEN'S DANCES
University of California Extension Media Center
2223 Fulton St.
Berkeley, Calif. 95720

Members of the Pomo tribe in ceremonial dress; four major dances, songs and music; religious meaning. 1963. 39 minutes, color.

LAND OF THE ESKIMO
Bailey/Film Associates
11559 Santa Monica Blvd.
Los Angeles, Calif. 90025
Visit to Vkivok Village on King Island off the Alaskan coast near the Arctic Circle; work and home life; children of Barter Island learning English in school. 1960. 7 minutes, black and white.

THE LAST MENOMINEE
National Educational Television
A-V Center
Indiana University
Bloomington, Ind. 47405

Interviews on location in Menominee County, Wis., describe the doubts, hopes for the future and problems of the Menominee tribe; then facing termination of their reservation status. 30 minutes, black and white.

THE LEGEND OF THE MAGIC KNIVES
Encyclopaedia Britannica Educational Corp.
425 N. Michigan Ave.
Chicago, Ill. 60611

The story of an old chief who becomes envious of his apprentice's skill and tries to steal the young carver's knives. Demonstrates the carving of a totem pole and explains the mythic significance of totem symbols. 11 minutes, color. $135.00.

LITTLE DIOMEDE
Northern Films
Box 98, Main Office Station
Seattle, Wash. 98111

Shows the life of the Eskimos on Little Diomede Island near Russia, their homes, centuries old; their means of livelihood. 1957. 16 minutes, color.

THE LIVING STONE
National Film Board of Canada
1251 Ave. of the Americas
New York, N.Y. 10020

Presents a picture of present-day Eskimos living on Baffin Island, carvets of ivory, bone and more recently, stone. 1958. 33 minutes, color.

0037

THE LONGHOUSE PEOPLE
Contemporary/McGraw-Hill Films
1221 Ave. of the Americas
New York, N.Y. 10020

The life and religious ceremonies of the Iroquois is shown. 1951. 23 minutes, color.

MEET THE SIOUX INDIANS

Shows how the Sioux Indians adapted to their environment and found food, shelter and clothing on the Western plains. 11 minutes. Color. Available from: National Educational Television, Indiana University, Bloomington, Ind. 47405; and International Film Bureau, Inc., 332 S. Michigan Ave., Chicago, Ill. 60604. Rental, $8.00; for purchase, $145.00.

NANOOK OF THE NORTH
Contemporary/McGraw-Hill Films
1221 Ave. of the Americas
New York, N.Y. 10020

The Robert Flaherty classic about an Eskimo hunter and his family; their struggle for survival. 1922, with music. 55 minutes, black and white.

NATIVE AMERICAN PAINTINGS, Parts I & II
Schloat Productions
Pleasantville, N.Y. 10570

Part I explains and illustrates the principles of American Indian painting, beginning about 20,000 B.C. Part II takes individual examples starting with the murals in the kivas of the Anasazi tribes and illustrates the relationship of art to religion among several tribes. Two 35mm filmstrips. Sound and color. 33 minutes. Available for purchase; with record, $40.00; with cassette, $46.00.

THE NAVAJO, Part I
National Educational Television
A-V Center
Indiana University
Bloomington, Ind. 47405

Visits a reservation to discover values of the indigenous community; compares Navajo ways with modern medocal practices, religious rituals and beliefs. 29 minutes, black and white.

THE NAVAJO, Part II
National Educational Television
A-V Center
Indiana University
Bloomington, Ind. 47405

Interviews tribal council members; discusses problems of the tribal organization in its attempts to work within the structure of Navajo tribal tradition. 29 minutes, black and white.

NAVAJO
CCM Films, Inc.
34 MacQuesten Parkway S.
Mt. Vernon, N.Y. 10550

16 minutes, color.

NAVAJO—CHILDREN OF THE GODS
Walt Disney Educational Materials Co.
800 Sonora Ave.
Glendale, Calif. 91201

Discusses Navajo life — the traditional wedding ceremony, the responsibilities of family members. Shows the land of the Navajo, particularly Monument Valley. 1967. 20 minutes, color.

THE NAVAJO — SHEPHERDS OF THE DESERT
RMI Educational Films, Inc.
4916 Main St.
Kansas City, Mo. 64112

Shows the life of Navajo shepherds and the beauty of the unique landscape in Arizona's Monument Valley; the customs of the people, and the effects of the geographic environment on their lives. 1968. 16mm, sound. Color. 8 1/2 minutes. Produced by J. Donald McIntyre Productions, Inc. Available for rental, $7.50; and for purchase, $100.00.

NAVAJO INDIAN LIFE
Coronet Instructional Films
65 E. South Water St.
Chicago, Ill. 60601

Shows Navajo daily life in Arizona, New Mexico and Utah — their occasional jobs as migrant field hands and their hopes for the future. 11 minutes, color.

NAVAJO NIGHT DANCES
Coronet Instructional Films
65 E. South Water St.
Chicago, Ill. 60601

Presents the Navajo nine-day healing chant. 11 minutes, color.

NAVAJO SILVERSMITH
ACI Films, Inc.
35 W. 45th St.
New York, N.Y. 10036

The unique craft is shown through the creative hands and eyes of silversmith Tom Burnsides with examples of this craft. 1961, 10 minutes, color. 16mm, sound. Available for purchase, $130.00.

THE NAVAJO STORY
RMI Educational Films, Inc.
4916 Main St.
Kansas City, Mo. 64112

0038

The story of the Navajo, from the time the tribe crossed the Bering Straits as migrant hunters to the present. 1968. 35mm, sound. Color. 16 minutes. Produced by J. Donald McIntyre Productions, Inc. Available for purchase, $15.00.

THE NAVAJO TODAY
RMI Educational Films, Inc.
4916 Main St.
Kansas City, Mo. 64112

The Navajo is shown and described at home on the reservation. 1970. 35mm, sound. Color. 14 minutes. Produced by J. Donald McIntyre Productions, Inc. Available for purchase, $15.00.

NORTH AMERICAN INDIAN SONGS
Bowmar Records, Inc.
622 Rodier Dr.
Glendale, Calif. 91201

Two filmstrips, a recording and a teachers guide demonstrate the great variety of North American Indian songs and how these songs reflect the environment, religious beliefs, values, and ways of life on five of the major culture groups (The Northwest Coast, Southwest and California area, Great Plains and Central Woodlands, Southeast, and Eastern Woodlands). 1972. 35mm, color. 38 minutes. Record edition, $19.99; cassette edition, $21.99.

NORTHWEST AMERICAN INDIAN WAR DANCE CONTEST
University of Washington Press
1416 N.E. 41st St.
Seattle, Wash. 98195

In this film, groups and individuals from the western United States tribes come together to compete in various styles of dancing, such as the War Dance, the Feather Dance, the Fancy Dance, and the Hoop Dance. 1971. 16mm, sound. Color, 12 minutes. Available for rental, $10.00; and for purchase, $140.00.

NORTHWEST COAST INDIAN TRADITIONS TODAY: ***A Contemporary Look at Remnants of a Heritage***
University of Washington Press
1416 N.E. 41st St.
Seattle, Wash. 98195.

A story of the surviving traditions among the tribes on the ocean coast of the Olympic Peninsula. Featured are dugout canoes hollowed from cedar logs, the netting and preparation of fish, basket-making, etc. Produced by Louis Kirk. 1971. 35mm filmstrip with cassette. Color. Available for purchase, $17.50.

NORTHWEST COAST INDIANS: ***A Search for the Past***
University of Washington Press
1416 N.E. 41st St.
Seattle, Wash. 98195

The Ozette Indian village at Cape Alava, Washington, has been reconstructed by archaeologists and their students from Washington State University. Shows a variety of artifacts once use by this extinct Indian society. Produced by Louis Kirk. 1972. 16mm, sound. Color, 26 minutes. Available for rental, $20.00; and purchase, $200.00.

NORTHWEST INDIAN ART
Coronet Instructional Films
65 E. South Water St.
Chicago Ill. 60601

Shows representative samples collected from six museums; features double-faced mechanical masks. 1966. 11 minutes, color.

THE OLD MEN
Louis & Maude Hill Family Foundation
First National Bank Bldg.
St. Paul, Minn. 55101

Deals with the Blackfeet Indians, with emphasis on future prospects. 33 minutes, color.

OLD CHIEF'S DANCE
University of Oklahoma Educational Materials Sources
Norman, Okla. 73069

The autobiographical dance of Chief One Bull is performed by Reginald Laubin, professional interpreter of Indian dances. 7 minutes, color.

PALA
Sons of the Sacred Hearts Mission of San Antonio
Pala, Calif. 92059

Life of the "mission" Indians of Pala, Santa Ysabel, Sobaba and other reservations in northern San Diego and Riverside Counties, California. 1953. 30 minutes, color.

PEOPLE OF THE BUFFALO
Encyclopaedia Britannica Educational Corp.
425 N. Michigan Ave.
Chicago, Ill. 60611

Paintings show how the white people disrupted the natural relationship of Indian and buffalo. 15 minutes, color. $167.50.

PEOPLE OF THE POTLASH
National Film Board of Canada
1251 Ave. of the Americas
New York, N.Y. 10020

Shows the fine paintings and wood-carving of northern British Columbia; local hunting, trading with Hudson's Bay Co.; a native tribal feast, with songs and dances. 21 minutes, color.

0039

PIEGAN MEDICINE LODGE
Montana State Department of Public Instruction
Helen, Mont. 59101

A look at the Blackfeet Indians performing their authentic, age-old sun worship ceremony. 22 minutes, color.

PIKANGIKUM
National Film Board of Canada
1251 Ave. of the Americas
New York, N.Y. 10020

Sketches of life as witnessed in this Indian reserve in northern Ontario. 9 minutes, 22 seconds, black and white. $70.00.

POMO SHAMAN
University of California Extension Media Center
2223 Fulton St.
Berkeley, Calif. 95720

Film shows Essie Parrish the only living Pomo sucking doctor, practicing this ancient form of medicine. 1964. 20 minutes, black and white.

POW WOW AT DUCK LAKE
National Film Board of Canada
1251 Ave. of the Americas
New York, N.Y. 10020

A film of discussion in which Indian-Metis problems are openly and strongly presented before a gathering of Indians and whites. 14 minutes 30 seconds, black and white. $90.00.

THE PRIDE AND THE SHAME
Time/Life Films
43 W. 16th St.
New York, N.Y. 10011

Focuses on the Sioux Indians of the Black Hills of South Dakota, living in abject poverty, plagued by unemployment and other social problems. 1967. 30 minutes, black and white.

PROJECTIONS IN INDIAN ART
University of Arizona Radio/TV Bureau
Tucson, Ariz. 88710

Shows the work of modern Southwest Indians in painting, weaving, basketry, sculpture and metal crafts. 1959. 9 minutes, color.

PUEBLO BOY
Ford Motor Co.
Educational Affairs Department
The American Road
Dearborn, Mich. 48121

Tells the story of a young Indian boy being instructed in the ancient and modern ways and traditions of his people: the Pueblos of the Southwest. 16mm. Sound and color. 20 minutes.

THE PUEBLO STORY
RMI Educational Films, Inc.
4916 Main St.
Kansas City, Mo. 64112

Pueblo tribal descent is traced from the crossing of the Bering Straits to the southwest United States. The evolution of their architecture from simple basket maker dwellings is followed to the Pueblo on the Rio Grande. 1968. 35 mm, sound. Color, 15 minutes. Produced by J. Donald McIntyre Productions, Inc. Available for purchase, $15.00.

RAINBOW OF STONE
Teaching Film Custodians
25 W. 43rd St.
New York, N.Y. 10036

Tells the story of a Navajo boy and his friend, the son of a white trader, who upon hearing the tribal legend of green pastures beyond "the rainbow of stone", find new grazing lands during a drought for the flocks of the tribe. 23 minutes, color.

RICH MAN! POOR MAN!
Information Office
Bureau of Indian Affairs
1951 Constitution Ave., N.W.
Washington, D.C. 20242

Points out misconceptions about Indians and depicts their lives on and off reservations. 16mm. Sound. 25 minutes. Available for loan to schools, churches, civic and other organizations in the Washington, D.C., metropolitan area.

SANDSTONE COUNTRY: THE CANYONS AND INDIANS OF THE SOUTHWEST
University of Washington Press
1416 N.E. 41st St.
Seattle, Wash. 98195

Filmstrip views ancient cities of apartment-dwelling Indians of Arizona and Utah built long before Columbus landed in the New World. Includes geological history of the land. Produced by Louis Kirk. 35mm. 1970. Color. Available for purchase, $7.50.

SEMINOLE INDIANS
International Film Bureau
332 S. Michigan Ave.
Chicago, Ill. 60604

Shows village in the Florida Everglades as seen by an artist; men and women at work emphasizes love of color and beauty in clothing, ornaments, handicrafts. 11 minutes, color.

THE SILENT ONES
National Film Bureau of Canada
1251 Ave. of the Americas
New York, N.Y. 10020

0040

Film of an expedition to the Queen Charlotte islands off the coast of British Columbia, to recover totem poles and other relics of Haida culture. 1961. 27 minutes, color.

SLIDES
Associated Executive Committee of Friends on Indian Affairs
Box 393
Leesburg, Ohio 43135

Approximately 60 color slides show workers and facilities at the four centers operated by the Associated Executive Committee of friends on Indian Affairs. Script included. Available for rental from Mrs. Ardelle Cope, Chairman of Education and Publicity, Associated Executive Committee of Friends on Indian Affairs, 1095 Division St., Noblesville, Ind. 46060.

SLIDES
Museum of the American Indian
Heye Foundation
Broadway at 155th St.
New York, N.Y. 10032

A selection of 35mm, color transparencies on cardboard mounts, chosen from the Museum's colletion. 50c per slide.

SOUTHWESTERN INDIAN CRAFTS
RMI Educational Films, Inc.
4916 Main St.
Kansas City, Mo. 64112

The story of Indian crafts — pottery-making, silversmithing, woodcarving and rug-weaving. Craftsmen are seen at their work, and comparisons are made between the crafts of the various Indian groups. 1968. 35mm, sound. Color. 15 minutes. Produced by J. Donald McIntyre Productions, Inc. Available for purchase, $15.00

SPIRIT OF THE DANCE
Montana State Department of Public Instruction
Helena, Mont. 59101

Shows the annual Sioux Assiniboine Oil Discovery Celebration in Poplar, Montana including parades and specialty social dances. 1966. 15 minutes, color.

STONE AGE AMERICANS
International Film Bureau, Inc.
332 S. Michigan Ave.
Chicago, Ill. 60604

Introduces the vanished Indians of the Mesa Verde in Colorado. The film presents the history of these farmer Indians by examining the cliff dwellings and artifacts discovered in them. 1970. 21 minutes. Color. Rental, $15.00; purchase, $265.00.

TAHTONKA
ACI Films, Inc.
35 W. 45th St.
New York, N.Y. 10036

Discusses the last days of the Plains Indian Tribes and shows the conflict between the white man and the Indian, and its tragic outcome. 1968. Produced by Charles Nauman. 30 minutes. 16mm, sound. Color. Available for purchase, $330.00.

TALKING HANDS
University of Oklahoma Educational Materials Sources
Norman, Okla. 73069

Basic one-and two-hand signs are shown, as well as how to use the whole body to create a non-verbal language. 1954. 20 minutes, color.

THESE ARE MY PEOPLE
National Film Board of Canada
1251 Ave. of the Americas
New York, N.Y. 10020

The film presents the Indians' own view of Indian religion and culture, of the effect of the coming of the white man, and of the revival of the Longhouse culture. 13 minutes 18 seconds, black and white. $90.00.

TIMBER TODAY AND TOMORROW
Branch of Education
Bureau of Indian Affairs
Washington, D.C. 20242

Teaches the scientific method used to perpetuate Indian forests. 16mm. Sound and color. 17 minutes. Available for purchase $80.28 .

TONKA
CCM Films, Inc.
34 MacQuesten Parkway S.
Mt. Vernon, N.Y. 10550

97 minutes, color.

THE TOTEM POLE
University of California Extension Media Center
2223 Fulton St.
Berkeley, Calif. 95720

Presents the history of the Northwest Coast Indians, the growth of this art form and the meanings of one family's legends. 27 minutes, color.

TOTEMS
Northern Films
Box 98 - Main Office Station
Seattle, Wash. 98111

Discusses the origin of totems in the coastal area from Seattle northward to Alaska with several views of totems; defines their functions and shows significant totem dances. 1963. 14 minutes, color.

0041

THE TRANSITION
National Film Board of Canada
1251 Ave. of the Americas
New York, N.Y. 10020

Shows the problems encountered by Indians coming into cities. 1964. 17 minutes, black and white.

TRAIL OF TEARS
National Educational Television
A-V Center
Indiana University
Bloomington, Ind. 47405

A dramatization of historical events surrounding the exploitation and oppression of the Cherokee Indian Nation in the 1830's. 100 minutes, black and white.

TREATIES MADE, TREATIES BROKEN
McGraw-Hill Text-Films
1221 Ave. of the Americas
New York, N.Y. 10020

Presents a treaty dispute: comment by tribes who depend upon fishing for livelihood and their harrassment by government. Part I, 18 minutes, color.

TRIBE OF THE TURQUOIS WATERS
Arthur Barr Productions
1029 N. Allen Ave.
Box 7-C
Pasadena, Calif. 91104

Shows the life of 200 Supai Indians in a fertile valley of the Grand Canyon — basketweaving, harvest festival; remains of prehistoric Indians of this area. 13 minutes, color.

THE UNTOUCHED LAND
Pre-Columbian Graphic Curriculum, Inc.
Box 565
Lenox Hill Station
New York, N.Y. 10021

Shows the origins of man in North America, the land he found when he came, and how he lived until 1492. 24 minutes, color.

VALLEY OF THE STANDING ROCKS
Thomas J. Barbre Productions, Inc.
2130 S. Bellaire St.
Denver, Colo. 80222

Shows Navajo culture and life, including sandpainting, sweat-bathing, trading-post barter, horse-raising, water problems, etc. 1960. 24 minutes, color.

VISION QUEST
Montana State College
Film and Television Center
Bozeman, Mont. 59715

A dramatization of the spiritual experience of a boy in quest of a guardian spirit — he climbs a mountain to a sacred spot where he fasts and prays. 1961. 30 minutes, color.

WAR DANCE
University of Oklahoma Educational Materials Sources
Norman, Okla. 73069

In this film, the Dakota Sioux demonstrate their dances, explaining their costumes and music. 1954. 12 1/2 minutes, color.

WASHOE
Contemporary/McGraw-Hill Films
1221 Ave. of the Americas
New York, N.Y. 10020

The Washoe settlements shown are on ancestral ground at the foot of the High Sierras in Nevada. Film includes ceremonies of the Pine Nut Dance and the Girl's Puberty Dance. 56 minutes, black and white.

WAY OF THE NAVAJO
McGraw-Hill Text-Films
1221 Ave. of the Americas
New York, N.Y. 10020

Film shows the impact of modern life on the Navajo Indians and their struggle to resolve conflicts between old and new. 1956. 22 minutes, black and white.

WEAVERS OF THE WEST
Arthur Barr Productions
1029 N. Allen Ave.
Box 7-C
Pasadena, Calif. 91104

Shows the making of a Navajo rug and lends some insights into daily life, habits, ceremonies. 1954. 12 1/2 minutes, color and black and white.

WHAT MORE CAN YOU TAKE AWAY
Schloat Productions
Pleasantville, N.Y. 10570

An American Indian woman's own story of growing up on a reservation, and running away to the "outside world." Now living in an Indian ghetto, she discusses the American Indian's need for identity and what he expects from the white community. 1970. 35mm filmstrip with sound. Color. 13 minutes. Available for purchase — with record, $23.00; with cassette, $26.00.

WHITE MOUNTAIN APACHE
Information Office
Bureau of Indian Affairs
Room 138
1951 Constitution Ave., N.W.
Washington, D.C. 20242

0042

Progress of the White River Apache Indians in developing resources and in managing tribal affairs. 16mm. Sound and color. 15 minutes. Available for loan to schools, churches, civic and other organizations in the Washington, D.C., metropolitan area.

WOODLAND INDIANS OF EARLY AMERICA
Coronet Instructional Films
65 E. South Water St.
Chicago, Ill. 60601

A study of life in the Eastern and Great Lakes regions, prior to European contact; a Chippewa family hunting wild turkey and harvesting wild rice is shown. 1958. 11 minutes, color.

YOU ARE ON INDIAN LAND
McGraw-Hill Films
1221 Ave. of the Americas
New York, N.Y. 10020

A film report of a protest demonstration by Mohawk Indians of the St. Regis Reserve on the international bridge between Canada and the United States near Cornwall, Ontario. 36 minutes 48 seconds, black and white. $250.00.

MAPS AND CHARTS

DISTRIBUTION OF INDIAN TRIBES OF NORTH AMERICA
Southwest Museum
Highland Park
Los Angeles, Calif. 90042

CONTEMPORARY ISSUES OF THE AMERICAN INDIAN – SPRING QUARTER

Fifth Week

Indians and the Media

This subject is extremely important because through the media, Indians have become a nationally-recognized group. The lectures should cover radio, television and newspapers and magazines. The materials from Indian newspapers and the American Indian Press Association should be used to illustrate how Indians are beginning to use the media. Tape recordings and television tapes of Indians on programs or Indians who have their own programs should be used to demonstrate the wide range of media expressions regarding Indians.

As part of the subject matter, during this week, the students should examine the role of the press in publicizing their situation. It is suggested that one lecture be devoted to a guest from a local radio or television station who can talk honestly about the use of media by ethnic groups to present problems and issues. Educational station personnel can be recruited to fill this function and perhaps a radio talk-show host could be obtained to talk with the students about attitudes of the public and how they are changed by the media.

Every effort should be made to present the activities of Indians in the media and the American Indian Press Association can be contacted for this information.

CONTEMPORARY ISSUES OF THE AMERICAN INDIAN – SPRING QUARTER

Sixth Week

Indians in Literature and Literature about Indians

The subject matter should be concerned with literature as illustrative of types of writing rather than as message materials. Some works such as Fielder's **The Return of the Vanishing American** can be used as textbooks to open the discussion of the subject but the major concentration should be on types of literature in which Indians are a subject. This discussion of types should include: anthologies, Indian wars, tribal histories, poetry, contemporary problems, novels, picture books, and other types.

0043

The major Indian authors of the past century should be covered and particularly those Indians who wrote in the earlier decades such as Charles Eastman and Arthur Parker. More contemporary Indian authors can be covered in depth if the teacher wishes but since these books will probably appear in conjunction with other subject matters, less time should be devoted to their works and a concentration should be made on the works of earlier Indian writers.

Sixth Week – Suggested Readings

Bissell, Benjamin, **The American Indian in English Literature of the Eighteenth Century.** New Haven: Yale University Press, 1925.

Fielder, Leslie, **The Return of the Vanishing American.** New York: Stein & Day, 1968.

Keiser, Albert. **The Indian in American Literature.** New York: Oxford University Press, 1933.

Pearce, Roy Harvey. **Savagism and Civilization.** Johns Hopkins Paperbacks. Baltimore, 1967.

McNickle, D'Arcy, **The Surrounded.** Dodd, Mead, & Co. 1936.

Momaday, N. Scott. **House Made of Dawn.** New York: Harper & Row. 1968.

Borland, Hal. **When the Legends Die.** New York: Bantam Books. 1964.

Cushman, Dan, **Stay Away, Joe.** Stay Away Joe Publishers, 1952.

This subject matter is endless and most probably the teacher will have his or her favorite books to use with this topic. The selections recommended are books that will generally appear on the majority of lists of this subject matter.

CONTEMPORARY ISSUES OF THE AMERICAN INDIAN – SPRING QUARTER

Seventh Week

Tribal and Oral Histories

A number of tribes have now written their own history which is the official history of their people. Other tribes are concentrating their efforts on developing tribal archives, museums and libraries. These developments are very important and the students should become aware of those tribes and communities that are engaged in this field. The Yakimas and Southern Utes, for example, have already published very respectable books on the history of their tribes. These works should be analysed and studied by the students with the hopes that they will become interested in the development and retrieval of tribal culture and history.

Several universities have been given grants from the Doris Duke Foundation for the collection of oral history of the tribes in their areas. Some of these materials are now available and they should be discussed along with the developments of tribal video tapes and tribal oral histories that have been developed. The whole subject matter is one that should receive emphasis because it is something tangible that the students can assist with even during their college days.

Seventh Week – Suggested Readings

Many tribes are now writing their own histories. The Southern Ute tribe of Colorado, for example, has produced a very professional official history of the tribe. The Yakima and Spokane tribes also have produced tribal histories. This development of Indian history by Indians is very important and rather than recommend specific books that can be used for this week's lectures the consultants recommended that the teacher contact the tribes in the nearby area and get their official tribal history or oral history materials if at all possible.

0044

CONTEMPORARY ISSUES OF THE AMERICAN INDIAN – SPRING QUARTER

Eighth Week

Festivals, Celebrations and Pow-wows

The material of this week should be to acquaint the students with the extent of activities of a purely social or recreational nature that take place around the nation every year. This series of lectures can easily get out of hand if the exotic or erotic aspect of celebrations and pow-wows is emphasized. The importance of the "Moccasin-telegraph" as seen in the social activities, however, is a very important aspect of modern Indian life and the students should be made aware of this fact. Pow-wows, rodeos, canoe races, ball games, basketball tournaments, dance contests and other events can be discussed as part of contemporary Indian culture. Lists of these events can be obtained from the American Indian Press Association, the Bureau of Indian Affairs offices, or tribal offices depending upon the type of materials wanted.

The teacher should make every effort to discuss celebrations as a cultural phenomena and not as merely a "good time" to which the students have been invited, if that is possible.

Eighth Week – Suggested Materials

Social events are the mainstay of contemporary Indian cultural life but very little is being written about them. The teacher should use current issues of AKWESASNE NOTES AND WASSAJA and get materials on the various celebrations that are being held during the time the course will be given.

CONTEMPORARY ISSUES OF THE AMERICAN INDIAN – SPRING QUARTER

Ninth Week

The Question of Indian Identity

The lectures should cover the question of Indian identity, the conception held by whites of Indians over the past four hundred years, modern question of identity. The myth of the "Vanishing American" should be covered. The primary orientation of this week should be to cover the attitudes held by people that have largely determined how policies have been made with respect to Indians and how Indians have come to look at themselves.

At the option of the instructor, the modern question of Indian identity can be covered which would involve the status of urban Indians and their identity problem, adjustments by Indians to changing social and cultural definitions of "Indian-ness" by Indians themselves, i.e. speaking one's own language, singing, dancing, skill in crafts, living "on the reservation", relationship to chiefs and warriors, etc.

Ninth Week – Suggested Readings

Fielder, Leslie A., **The Return of the Vanishing American,** Stein & Day, 1969, paperback $1.95.

Folsom, James K., **The American Western Novel,** College & University Press, 1966, paperback $2.25.

Gordon, Milton M., **Assimilation in American Life: The Role of Race, Religion, and National Origins,** New York: Oxford University Press, 1964.

Hanke, Lewis, **Aristotle and the American Indians,** Indiana University Press, paperback, 1959, $1.95, 164 pp.

Pearce, Roy Harvey, **Savagism and Civilization,** Johns Hopkins Paperbacks, 1967, $2.45, 260 pp.

Washburn, Wilcomb, E. ed., **The Indian and the White Man,** Doubleday, 1964, paperback, $2.95.

0045

Tenth Week

The Legal and Social Problems of Indian Identity

The lectures should concentrate on the specific problems that arise in connection with the legal status of Indian tribes and the social problems of Indian communities. Concentration on the 1968 Civil Rights Act as applied to Indian communities with respect to tribal sovereignty and poverty conditions, religious freedom, social change, institutional control by local communities, and other problems can be developed during this week. It follows the ninth week so that the theoretical considerations developed in the ninth week can be seen in a practical and realistic setting.

The social aspect of Indian communities can be developed in depth if the instructors wish to pursue certain aspects of Indian culture that have previously been overlooked. Among these might be the role of mixed-blood Indians in tribal life, the place of churches and religious controversy, Indian movements of trans-tribal nature. Perhaps the emphasis should be to teach the student to identify the nature of colonialism and its structues and draw comparisons with the present status and conditions of Indians and their communities.

Tenth Week – Suggested Readings

Levine, Stuart and Lurie, Nancy O. eds. **The American Indian Today.** Pengiun, 1968.

Lurie, Nancy O. "A Suggested Hypothesis for the Study of Indian Drinking," Paper delivered at the annual meeting of the Central States Anthropological Society, Milwaukee, May 1969.

Stewart, Omer C. "Questions Regarding American Indian Criminality," **Human Organization,** 23, 1, 1964. pp. 61-66.

Speck, Gordon, **Breeds and Half-Breeds,** Clarkson N. Potter, Inc. New York. 1969.

Shusky, Ernest, **The Right To Be Indian,** San Francisco: The Indian Historian Press, 1970.

0046

GENERAL BIBLIOGRAPHY

EDUCATION

Aurbach, Herbert A. (ed.) **Proceedings of the National Research Conference on American Indian Education.** Kalamazoo, Mich. Society for the Study of Social Problems. 1967.

Berry, Brewton, **The Education of American Indians: A Survey of the Literature.** Prepared for the Special Subcommittee on Indian Education of the Committee on Labor and Public Welfare, U.S. Senate, Washington, D.C. GPO, 1969.

Fuchs, Estelle and Hairghurst, Robert J. **To Live on This Earth,** Doubleday, Garden City, New York. 1972.

——**Indian Education.** "Hearings before the Subcommittee on Indian Education of the Committee on Labor and Public Welfare, U.S. Senate, 90th Cong. 1st and 2d Sess. on the study of the education of Indian Children," 4 vols. Washington, D.C. GPO, 1969.

——**Indian Education: A National Tragedy — A National Challenge.** Report of above committee, Washington, D.C. GPO, 1969.

GOVERNMENT RELATIONS

Abel, Annie Heloise, "The History of Events Resulting in Indian Consolidation West of the Mississippi River," in **Annual Report of the American Historical Association for the Year 1906.** Vol. I, pp. 235-450.

Cohen, Felix S. **Handbook of Federal Indian Law.** U.S. Department of the Interior, Washington, D.C. GPO, 1941. Reprinted by the University of New Mexico Press, 1970.

Foreman, Grant, **Indian Removal: The Emigration of the Five Civilized Tribes of Indians.** Norman: University of Oklahoma Press, 1953.

Fritz, Henry L. **The Movement for Indian Assimilation, 1860-1890.** Philadelphia: University of Pennsylvania Press. 1963.

Institute for Government Research, Brookings Institution, **The Problem of Indian Administration, Report of a Survey.** Lewis Meriam, technical director. Baltimore: Johns Hopkins Press, 1928.

Jackson, Helen Hunt. **A Century of Dishonor.** New York: Harper Torchbooks, 1966.

Kappler, Charles J. (ed.) **Indian Affairs, Laws and Treaties.** 5 vols. Washington, D.C. GPO. 1903-1941.

Royce, Charles C. "Indian Land Cessions in the United States," in the **Eighteenth Annual Report of the Bureau of American Ethnology.** Washington, D.C. GPO. 1899.

U.S. Congress, Union Calendar No. 790, 82nd Congress 2d Sess. House Report No. 2503, **Report with Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs.** Washington, D.C. GPO. 1952.

HISTORY

Debo, Angie. **A History of the Indians of the United States.** Norman: University of Oklahoma Press. 1970.

Josephy, Alvin. **The Indian Heritage of America.** New York: Alfred A. Knopf. 1968.

0047

Spicer, Edward H. **A Short History of the Indians of the United States.** New York: Van Nostrand Reinhold Co. 1969.

Swanton, John R. "The Indian Tribes of North America," **Bulletin 145, Bureau of American Ethnology.** Washington, D.C. GPO. 1953.

Wissler, Clark. **Indians of the United States: Four Centuries of their History and Culture.** Garden City, New York: Doubleday & Co. 1949.

IDENTITY

Fiedler, Leslie A. **The Return of the Vanishing American.** New York: Stein & Day. 1968.

Forbes, Jack D. **The Indian in America's Past.** Englewood Cliffs, New Jersey. Prentice-Hall. 1964.

Friar, Ralph and Natasha. **The Only Good Indian . . . The Hollywood Gospel.** New York: Drama Book Specialists. 1972.

Washburn, Wilcomb. **The Indian and the White Man.** New York: Doubleday 1964.

LAND PROBLEMS

Kickingbird, Kirke and Ducheneaux, Karen. **100 Million Acres.** New York Macmillan Co. 1972.

Otis, D.S. **The Dawes Act and the Allotment of Indian Lands.** Norman: University of Oklahoma Press. 1973.

LEGAL PROBLEMS

Llewellyn, Karl N. and Hoebel, E. Adamson, **The Cheyenne Way.** Norman: University of Oklahoma Press. 1941.

Newell, William B. **Crime and Justice Among the Iroquois Nations.** Montreal: Caughnawaga Historical Society. 1965.

Richardson, Jane. **Law and Status Among the Kiowa Indians.** Seattle: University of Washington Press. 1940.

Washburn, Wilcomb. **Red Man's Land — White Man's Law.** New York: Charles Scribner's Sons. 1971.

MODERN MOVEMENTS

American Friends Service Committee (ed.) **Uncommon Controversy.** Seattle: University of Washington Press. 1970.

American Indians and American Life, special issue of the **Annals of the American Academy of Political and Social Science,** vol. 311, (May 1957), Philadelphia, 1957.

American Indian Chicago Conference, **Declaration of Purpose,** University of Chicago, June 13-20, 1961.

Berry, Brewton, **Almost White.** New York: Macmillan Co., 1967.

Brophy, William A. and Aberle, Sophie D. **The Indian: America's Unfinished Business.** Norman: University of Oklahoma Press. 1967.

0048

Burnette, Robert. **The Tortured Americans.** Englewood Cliffs, New Jersey. Prentice-Hall. 1972.

——**The Road to Wounded Knee.** New York: Bantan Books, 1974.

Cahn, Edgar S. (ed.) **Our Brother's Keeper, the Indian in White America.** New York: World Publishing Co., 1969.

Collier, John, **On the Gleaming Way.** Denver: Sage Books. 1962.

Deloria, Vine Jr. **Custer Died for Your Sins.** New York: Macmillan. 1969.

——**We Talk, You Listen.** New York: Macmillan Co. 1970.

Fey, Harold E. and McNickle, D'Arcy, **Indians and Other Americans.** New York: Harper & Bros. 1959.

Hertzberg, Hazel Whitman, **The Search for an American Indian Identity: Modern Pan-Indian Movements.** Syracuse: Syracuse University Press. 1971.

Schusky, Ernest. **The Right to be Indian.** San Francisco: The Indian Historian Press. 1970.

Steiner, Stan, **The New Indians.** New York: Harper & Row. 1968.

Wax, Murray, **Indian Americans — Unity and Diversity.** Englewood Cliffs, New Jersey: Prentice-Hall. 1971.

Wilson, Edmund. **Apologies to the Iroquois.** New York: Vintage Books. 1966.

NOVELS

Berger, Thomas, **Little Big Man,** Fawcett World, 1969.

Borland, Hal. **When the Legends Die.** Bantam. 1972.

Cather, Willa. **Death Comes for the Archbishop.**Random House. 1971.

Cooper, James F. **The Deerslayer.** Signet. 1963.

Cushman, Dan **Stay Away, Joe.** Stay Away Joe Publishers. 1952.

Eagle, D Chief. **Winter Count.** Golden Bell. 1968.

Herbert, Frank. **Soul Catcher.** Bantam 1973.

LaFarge, Oliver, **Laughing Boy.** Houghton Mifflin. 1959.

Momaday, N. Scott. **House Made of Dawn,** Signet. 1969.

McNickle, D'Arcy, **Runner in the Sun,** Holt, Rinehart & Winston, 1954.

Smith, Martin. **The Indians Won.** Pocket Books. 1969.

Storm, Hyemeyohsts, **Seven Arrows,** Harper & Row. 1972.

Waters, Frank. **The Man Who Killed The Deer.** Pocket Books, 1971.

RELIGION

Alexander, Hartley Burr, **The World's Rim: Great Mysteries of the North American Indians.** Lincoln: University of Nebraska Press, 1967.

Brown, Joseph Epes. **The Sacred Pipe.** Norman: University of Oklahoma Press. 1953.

0043

Deloria, Vine Jr. **God is Red.** New York: Grosset & Dunlap, 1973.

LaBarre, Weston, **The Peyote Cult.** Hamden, Conn. Shoestring Press, 1964.

Lame Deer, John and Erdoes, Richard, **Lame Deer Seeker of Visions.** Simon and Schuster, 1973.

Mooney, James, **The Ghost Dance Religion.** Chicago: University of Chicago Press, 1965.

Neihardt, John G. **Black Elk Speaks.** Lincoln: University of Nebraska Press. 1932.

Powell, Peter J. **Sweet Medicine.** 2 vols. Norman: University of Oklahoma Press, 1969.

Radin, Paul. **Primitive Man as Philosopher.** New York: Dover Publications, 1957.

Underhill, Ruth, **Red Man's Religion.** Chicago: University of Chicago Press, 1965.

Waters, Frank. **The Book of the Hopi,** Denver: Swallow Press, 1963.

WARS

Brown, Dee. **Bury My Heart at Wounded Knee.** New York: Holt, Rinehart and Winston, 1971.

Dodge, Col. Richard I. **Our Wild Indians: Thirty-three Years' Personal Experience among the Red Men of the Great West.** New York: Archer House, 1959.

Dunn, J. P. Jr., **Massacres of the Mountains: A History of the Indian Wars of the Far West, 1815-1875.** New York: Capricorn Books, 1969.